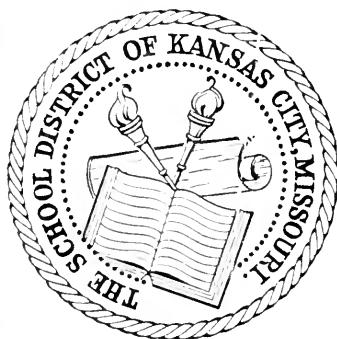


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APRIL, 1916

The Playground

The World at Play



AN ARCHERY CONTEST

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Two Dollars a Year

The Playground

Published Monthly by the

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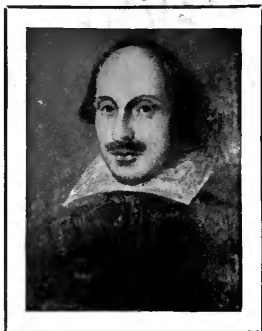
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17634 Act IV, Scene 3. Song: It Was a Lover and His Lass. (Morley.)

Raymond Dixon and Harry Macdonough
35235 Act II, Scene 1. Recitation: The Duke's Speech. Ben Greet

17163 Act II, Scene 7. Recitation: The Seven Ages of Man. Frank Burbeck

CYMBELINE

64218 Act II, Scene 3. Song: Hark, Hark, the Lark. (Schubert.) Evan Williams

JULIUS CAESAR

35216 Act III, Scene 2. Antony's Address. Frank Burbeck

HAMLET

17717 Act IV, Scene 5. Traditional Songs of Ophelia. Olive Kline

16912 Act III, Scene 1. Recitation: Soliloquy. Frank Burbeck

17115 Act III, Scene 2. Recitation: Hamlet on Friendship. Ben Greet

KING HENRY THE EIGHTH

16912 Act III, Scene 2. Wolsey's Farewell to Cromwell. Frank Burbeck

MEASURE FOR MEASURE

17662 Act IV, Scene 1. Song: Take, O Take Those Lips Away. (Traditional.) Raymond Dixon

64252 Song: Take, O Take Those Lips Away. (Bennett.) John McCormack

MERCHANT OF VENICE

17163 Act 1, Scene 3. Recitation: Shylock's Rebuke. Frank Burbeck
55060 Act III, Scene 2. Song: Tell Me Where is Fancy Bred? (Stevenson) Lucy Marsh and Reinald Werrenrath

MERRY WIVES OF WINDSOR

35270 Overture. (Nicolai.) Symphony Orchestra of London

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35234 Selection. Pryor's Band

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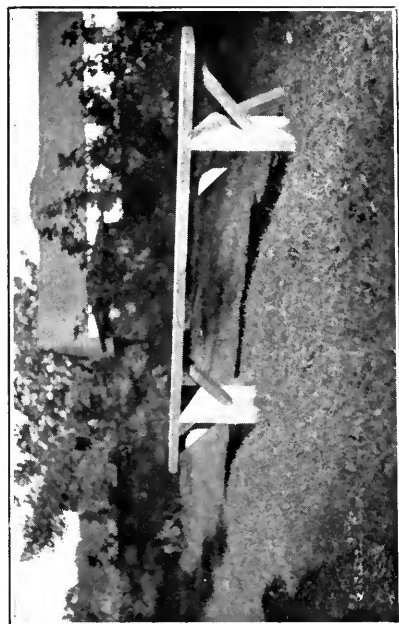
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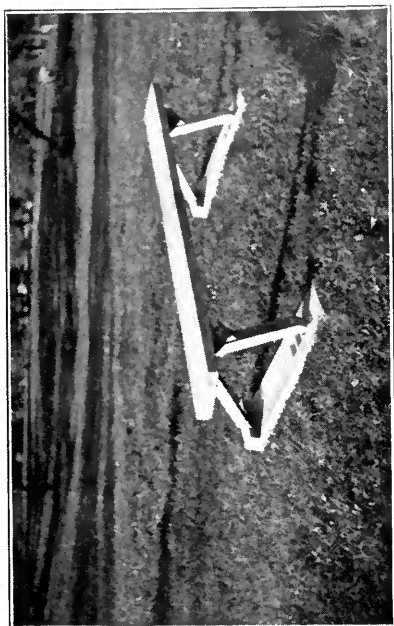
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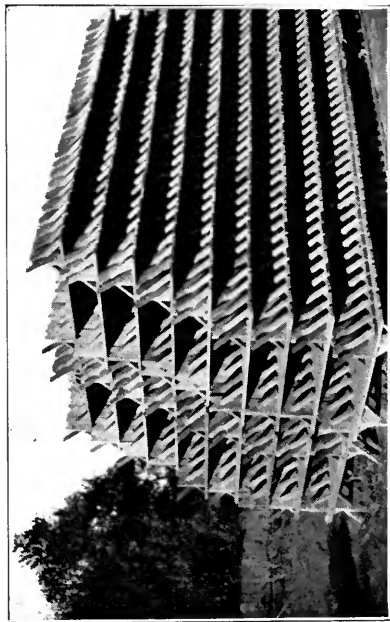




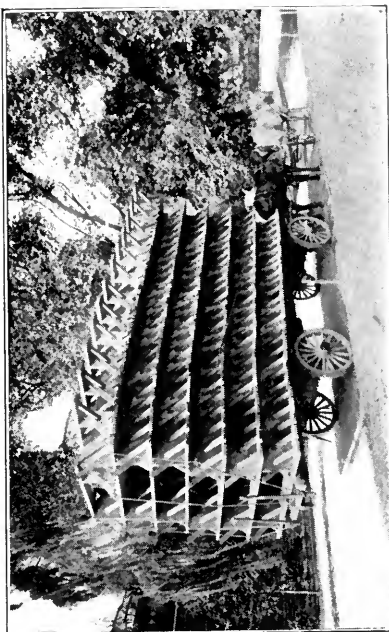
Hartford, Conn.
Band concert benches showing rear brace



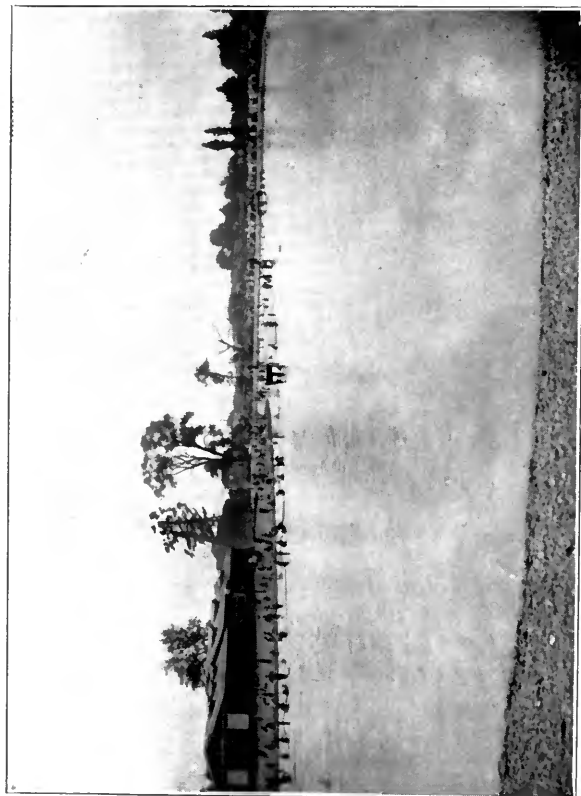
Hartford, Conn.
Band concert benches adjusted for side hill



Hartford, Conn.
Band concert benches stacked in yard



Hartford, Conn.
Band concert benches loaded on wagon. One load will seat from 1,000 to 1,200 persons



East St. Louis, Illinois

BATH HOUSE. BATHING BEACH. SWIMMING POOL

Bath house, cost \$5,000. Accommodates 376 men and boys and 190 women and girls. Beach three acres. Swimming pool, shallow water 78,000 square feet of area, deep water 450 feet long, 120 feet wide and eight feet deep



Hartford, Conn.

Octagon seat about trees or groups of bushes, as easily and cheaply made as straight seats



Hartford, Conn.

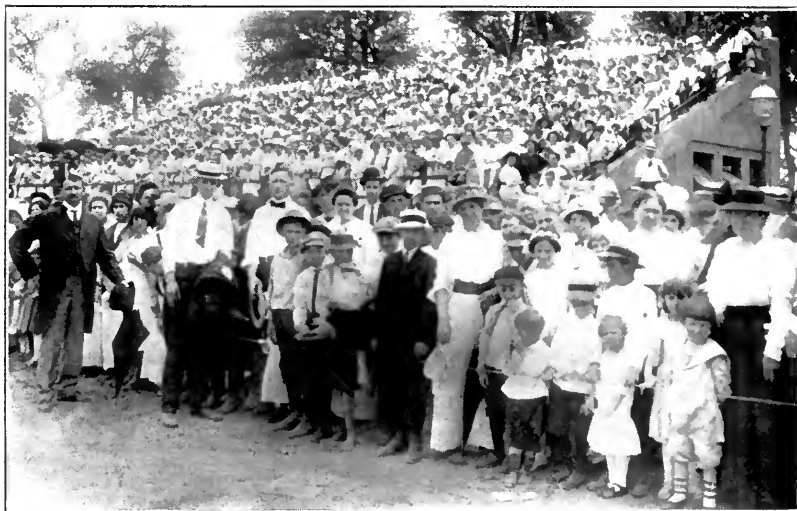
Standard stationary bench, which also acts as a fence



East St. Louis, Illinois

REST-HOUSE

Cost \$17,000. Lower floor, toilet rooms, drinking fountains, facilities for the accommodation of skaters in the winter time. Upper floor, electric lighted, band stand, chairs and settees for the accommodation and comfort of visitors



East St. Louis, Illinois

GRAND STAND

Cost \$10,000. Built of concrete. Seating capacity 1,000. Room beneath grand stand contains shower baths, lockers, facilities for athletes of both sexes

THE WORLD AT PLAY

A Great Community Chorus.

The Rochester Community Chorus leading the singing of some 150,000 citizens gathered on the shore to watch the annual regatta at the opening of Genesee Valley Park, alternating with the Park Band and the church choirs floating up and down stream as they sang, marked a remarkable growth since the organization of the chorus with thirty-eight members, in 1914. From the beginning the organization has been on the basis that anybody who wanted to could sing. There were no dues, no trying of voices. Anybody who wanted to join was invited to put his name down and "sing for Rochester." The first public appearance was after two months of rehearsal—a success, artistically and recreatively. Since then no civic occasion is complete without the community chorus—and private invitations to these lovers of song have poured in.

Fifth Annual Report from Bennington.

The Fifth Annual Report from the Bennington, Vermont, Civic League, a pioneer among small towns in recreation, shows an expenditure for recreation during the past year of \$2,463.34, including \$1,100 for a new pavilion.

Library Hall will be rented

for the coming year to provide increased space for the community work and for the classes for school children. Through an arrangement with the Young Women's Club last winter, a gymnasium class was held for its members in return for the use of the club rooms for dancing one night each week. After Christmas this class was continued at the Y. M. C. A. as a basket ball club. A total attendance of 2,274 at the women's winter athletic classes is reported and an enrollment of 510 for the three series of community classes in social dancing. This series was especially valuable for the fine community social spirit it developed among all ages.

A Prize Essay Contest was conducted with a prize of ten dollars for the best essay by a high school student on *The Educational Value of Play* and a prize of five dollars for the best essay by a grade school child on *Why I Like Supervised Play*. The subject was made one of the required exercises in English in the high school.

A Hallowe'en Carnival began with a parade in which two hundred and eighty-five took part. A mounted cavalcade of headless horsemen led the procession, and a ghostly band came next, followed by the children in sec-

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tions. There were goblins, witches, spooks, Indians, sprites, marshalled by heralds and the kings and queens of Hallowe'en. The band stopped at the village square, which had been appropriately decorated, and gave a concert, after which all of the children were invited to the Y. M. C. A. for games and popcorn. A crowd of 4,000, the largest in the history of Bennington, viewed the parade.

The Community Christmas Tree, the Christmas Cotillion, the Community Sleigh Ride, the Spring Festival, Fourth of July Celebration, the Dedication of the Pavilion, and the Labor Day Celebration were other community play-days.

Yonkers, N. Y.—As a part of the plan of providing adequate recreation for Yonkers, a fine new playground in Glen Park was opened in October. Fully 5,000 people gathered upon the field and in the natural amphitheatre surrounding, to witness a program of dances and games arranged by Elliot G. Kingsbury, Recreation Superintendent. A doll carriage parade with nearly one hundred participants evoked much applause.

Yonkers has recently added three year-round workers to the recreation staff; public school athletic leagues, community dances and lectures are being promoted. It is said that the

opening of playgrounds in certain sections of the city has resulted in many demands from other sections: "Why don't we have a playground?" And the Mayor and Council hope to meet that demand in every case with a new playground.

Pittsburgh Motion Picture Film—Pittsburgh has arranged for a 1,600 foot film showing the local playground work. At the beginning of the film are shown the pictures of the members of the city government whose appropriation has made the playground work possible. The cost of the film was \$750.

The Bureau of Recreation, W. F. Ashe, Supt., will lend this to other cities if desired for extension purposes. The titles are mostly taken from chapter headings in Mr. Joseph Lee's new book, "Play in Education."

Sarah Heinz House, Pittsburgh, Pa.—Howard J. Heinz upon formally opening the Sarah Heinz House at Pittsburg, built as a memorial to his wife and a tribute to his son, dedicated it to youth, recreation, character and service. He stated that his first interest in this kind of work started with the newsboys while he was at Yale. Upon his return from college fourteen years ago he commenced with three boys a self-government club. The membership has now grown to 400. In their club activi-

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ties and the use of Heinz House they are helped by a staff of capable leaders supervised by J. J. Davey as director. John L. Elliott of the Hudson Guild, New York, spoke of Heinz House as one of the best built and most efficiently equipped buildings for social work which he had ever seen.

Gala Opening of a Great Playground—Twenty years ago Mrs. Betsy Head left a fund of \$176,000 for playgrounds. The Brownsville, New York, playground represents this sum with accumulated interest and \$200,000 more raised by the people of the district, largely needle trade workers.

A monster parade, folk-dancing, singing, and addresses by prominent men made up the program for the dedication, under the chairmanship of Gustavus T. Kirby, of the New York City Recreation Commission.

The playground and its beautiful shelter house will serve a district of more than 30,000 people, with a roof garden, wading and swimming pools, a "model kitchen" and other facilities of a thoroughly modern community center.

Park Development in Wilkes-Barre, Pa.—In 1906 the city council named the first park commission and placed a half mill tax levy at its disposal. They first undertook the preser-

vation of the commons along the Susquehanna and turned them into the show places of the city. This so stimulated the park movement that gifts of land for park purposes were received from private individuals which increased the park acreage from 38 acres to 160. The city has erected its own conservatories on the river common with a formal garden in front and the city nurseries and tennis courts at the left. The city now controls the banks on both sides of the stream and has condemned about 30 acres which it expects to use as a municipal athletic field. The park funds have been wisely expended and the original half mill levy for park purposes has not been increased.

Olympic Games in the Far East—The Far East held its first international games in Shanghai on a track built for the occasion and from North China, South China, Japan, Hawaii and the Philippines came different athletic teams and field track athletes of all kinds to take part in the contests. The games were very successful.

Children's Letters Express Appreciation—When the Board of Administration of Lincoln, Logan County, Illinois, installed modern playground apparatus on the school playground, the following letters

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were received from users of the new equipment:

Lincoln, Illinois, Sept. 9, 1915

My Dear Mr. Kern,

and Board Members:

I am going to try and tell you how grateful we are to you for our new playthings. We enjoy them very much. I wish my sister could be here with me then my grandma would not have to worry about her. We have such good times and every one is good to us. I like all of the playthings but have more fun on the merry-go-round. I like to take the little girls on it with me.

Your grateful friend,

Ethel D.

Lincoln, Ill., Sept. 10, 1915

Dear Mr. Kern:

I have enjoyed our new playthings so much I want to thank you for them. I wish you could see us play. We have so much fun on them. I like the swings best of all because I know a nice song about a swing and I always sing it while I am swinging. We are all very grateful to you and appreciate your kindness very much.

Your friend, Julia C.

Work for the Deaf—Cathedral House in Louisville, Kentucky, has found a wide field of usefulness in working for the deaf of the city. The Men's Club has given over one evening to the deaf when they may bring

their wives and enjoy the club rooms. A visitor has been provided who knows the sign language, though not deaf or dumb herself. She has been able to reach almost all the deaf persons in the community and acts as interpreter at their meetings. She has organized a women's club with clubs and classes on current topics so that all this great field of public work which was formerly closed to them will be open. A vacation school for the children from the State School for the Deaf reaches the children and keeps their oral reading progressing.

Advertising the Playground—Stanford Park, Chicago, Illinois, distributes little pink and blue cards—such as a man might keep in his vest pocket—and a girl, well, she could stick it in her mirror—giving lists of activities and opportunities at the play center.

Play Days—Among the interesting play days which have been reported to the Association are those of Newport, R. I., Brookline, Massachusetts, Johnstown, Pennsylvania, and the Music School Settlement for Colored People in New York. The last-named celebration took the form of a May Festival, a fairy revel, in which the marked sense of rhythm so characteristic of colored children made

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the dancing surprisingly exquisite.

The Johnstown play-day was a great picnic, attended by between 12,000 and 13,000 people, who were entertained at sunset by *Mother Goose in Fairyland*, participated in by about five hundred children. Track sports ball games, first-aid contests filled the afternoon and in the evening a vaudeville show was staged.

About 2,000 children were furnished with free transportation, 4,000 tickets for amusements were given out and at noon watermelon, peaches, wafers, pretzels and peanuts were served to 4,000 by the Recreation Commission.

The Newport and Brookline celebrations were elaborate pageants representing the history of the community. To the Newport Pageant held on Labor Day, the Central Labor Union contributed music and programs.

Play Day in St. Louis—St. Louis recently held, by proclamation of the mayor, its first municipal play day. Athletic events, water carnivals, picnics, a City Club barbecue, band concerts, illuminations and other features filled the day. The purpose of the celebration was to encourage greater use of the city's recreation facilities by all the people.

Five Cents or Fifteen Dol-

lars?—In an address delivered before a special mass meeting held in Boston on November 18th, Edward T. Hartman, secretary of the Massachusetts Civic League, pointed out that Boston could, by planning ahead, have had all the land she wanted for play and recreation purposes for five cents a foot, whereas now it costs her anywhere from twenty-five or fifty cents to ten dollars or even fifteen a foot. She could also have had this cheap land near her school buildings. It was pointed out that much of the city planning has been left to the cows and to the land speculators.

Slides for Coasting—Joseph Lee made the following answer to an inquiry regarding slides for coasting:

At the Columbus Avenue Playground I had some slides put up to make a small hill for coasting. I think a total drop of four feet perpendicular is a great deal better than nothing for little children. A slide can easily be made for you by a carpenter with planks, and it can be iced by simply pouring water on it. The steps up to it can be made in front on one side of the slide. There should be a fair-sized platform at the top so that there will be room to turn round. It should be made strongly but would not cost much more than the lumber. A carpenter could

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probably make you a slide that would stand up all right without the posts being driven in.

Skating and coasting I found did not combine very well on exactly the same spot, as the coasters ran into the skaters with sad results, but the coast could go down one side, perhaps.

You could get skating either by flooding or by sprinkling. I have never done the latter but have heard of its being very successful. I mean sprinkling the water on and having it freeze as it falls in layers, so that there is no water under the ice. It is a good device in case the ground leaks, as in the case of one of your grounds, or in case it has a slant so that it can't be flooded.

Making Playground Apparatus—To provide playground apparatus for every rural school in Lewis County, Washington, entertainments will be held in each district to raise money for lumber. This will be made into apparatus by manual training pupils, after plans and models prepared by A. C. Canterbury, county superintendent. Board covers fitted to regular school desks make the "shop." Mr. Canterbury has carried out this plan successfully in a number of schools where he has been teacher or principal.

Rural Book Club—The literary society of Hopewell Junction,

New York, has a book circulating department which provides a great deal of pleasure for the members. Each member contributes one book of the best late fiction. The books are covered with brown paper and on a slip inside is written the name of the owner and of every member of the club. The book makes a complete circle back to the owner.

In Southern Cotton Mills—Rock Hill, S. Carolina, has seven cotton mills and every mill provides recreative and educational advantages for all the families connected with the mill. There are baseball courts, swings and other apparatus.

There is a community house, five nights a week this is used for a school and one night for place of entertainment. There are concerts, readings and recitations—always free.

Aside from the equipment for recreation provided by the mills each mill contributes from \$600 to \$800 for general expenses.

Combining Advertising and Recreation—A photoplay entitled *The Maid of the Miami* written and performed by citizens of Dayton, Ohio, provided recreation for many participants and spectators, both during the taking of the pictures and later as a moving picture exhibition. The film will be shown in a large number of cities. The city was

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thoroughly gone over for scenes suitable for the picture, and showing Dayton at its best. The scenario was written to fit the scenes. A little romance is the backbone of the story and incidentally Dayton's million dollar hotel, children's playgrounds, the Wright aviation field, where an aeroplane flight was given, the Dayton Riding Club and other "show places" appear.

Every man, woman and child in the city soon learned what was going on during the four days of actual picture-taking and came as interested spectators by thousands and tens of thousands. The last scene represented a canoe regatta, gotten up for the occasion, in which the principals presumably went over a high waterfall. Between 10,000 and 20,000 people lined the banks or paddled about in various types of water craft during this event.

Children's Reading as a Help in the Development of Character—Ella Lyman Cabot, in *The Child*, writing upon the above topic recommends for the first years of school life when the children average about six years the charming folk stories of the Grimm Brothers, for the second year, a study of the most child-like of all the saints, St. Francis of Assisi; third year, Longfellow; fourth year, Tolstoi's wonder-

ful *Stories for Children and Peasants*. Several of these stories are gathered together in the world classic series issued by the Oxford University Press as *23 Stories by Tolstoi*. For the fifth year, Kipling's *Just So Stories*, *Puck of Pook's Hill*, *Rewards and Fairies*, the two *Jungle Books*, *Garm*, *a Hostage* and some of the ringing poems; sixth year, Stevenson, the most sympathetic of all writers; seventh year, Tennyson and the *Stories of the Round Table*. The ethical aim of this year will circle around the great theme of chivalry, devotion, reverence and purity. The story of Joan of Arc as told by Mark Twain has been found deeply moving to girls. In the eighth year, through Scott's poems, and extracts from the novels a taste for the Waverly novel can be developed and eliminate the reading of dime novels.

Stories Help Boys—*The Storytellers' Magazine* reports an interesting letter received from a "wandering" storyteller describing how unruly and vicious boys in a certain neighborhood had been reclaimed through their interest in the stories which she had told to a nondescript crowd of young people gathered about a door step.

From a Southern Educator—W. K. Tate, Professor of Rural Education at the George Pea-

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body College for Teachers, Nashville, Tenn., writing in the July 1915, *Southern Workman*, says he once asked an intelligent teacher this question, "If you could do one thing only for the young people in your community what would that be?" Without hesitation he answered, "I should devise wholesome ways in which they could entertain and amuse themselves. If I could do this I believe the rest would be easy."

There is a growing feeling that the country school should employ at least three teachers. One of these teachers should be especially trained in rural social service and recreation and should be able to direct the recreational activities of the country community throughout the year and also should be trained in plays and games and should know how to teach singing and music.

Music should be placed in the first rank as a socializing activity. Most people like music and like to sing. When people sing together they can usually do a great many other things together.

The mountain boys and girls at the Berry school in Rome, Ga., last year developed a beautiful pageant drawn from the history and traditions of the Appalachian high lands. Such exercises are important factors in developing the latent imagin-

ation of the farm boy and girl.

A county superintendent in Alabama has recently started a home-made lyceum course which has been very successful. Half a dozen communities can form a circuit and secure good regular talent at reasonable rates.

The stereopticon and moving picture machines offer fine opportunity for rural recreation. Mr. Warren Denham Foster of the Youth's Companion has devised a simple plan for bringing moving pictures into the most remote country communities at very reasonable prices. A portable gasoline engine and small dynamo which can be set out in the country schoolhouse yard furnishes the electric light for the film. The operator makes a circuit of six school houses, visiting each one day in the week. One hundred fifty people at ten cents each will pay the cost of operating such a circuit.

The library should be in the country schoolhouse for adults as well as children.

"Make Me Play"—The experience of the pioneer street play leaders in New York who were frequently met by the appeal, "Teacher, make me play!" is recalled by the efforts of Chicopee, Massachusetts, play leaders to pay special attention to the shy and backward children. Only in this case,

they often find the child is too listless even to make the appeal.

"You see," said a member of the commission, "the trouble is that boys don't want to run in a race when they know they're going to be beaten. So these pathetically listless little bodies will stand for days and days on the side lines, refusing each invitation to join in the fun with a shy little plea that they have come just to 'watch.' It takes organizing to get them into it. We have been at it for six years, and we're just beginning to develop a system. But this year we are going to try to grade all our athletic contests and all our games so that everybody can find a place. We're going to introduce more kindergarten games, too. We want to make the playground the best part in a child's life while he is young, so that he will keep coming to us all the time he is growing up."

Adequate School Playgrounds—The Paterson, N. J., *Guardian* notes that in fulfillment of the requirement that every school building erected in the city of Pittsburgh in the future shall have adequate playground facilities, eleven new buildings now under contract are all provided with ample grounds. The sites of 140 school buildings now in the city aggregate 120 acres. "Paterson must travel several millions of miles

before it overtakes Pittsburgh in the matter of playground facilities," remarks the *Guardian*.

Illustrated Lessons—Columbus, Ohio, has a public school library picture collection consisting of over 7,000 pictures carefully catalogued and indexed so that almost any subject can be taught with illustrations.

Essentials of the School Recess—Writing in the *Utah Educational Review*, James R. Griffiths, Instructor in Physical Education in the University of Utah, asserts that the re-creation of the teacher is as vital an essential of the school recess as is that of the pupil. Every pupil, busy happy, active, playing what he wants to play with zest—and the teachers, not talking "shop" or reading examination papers in their rooms, but playing just as much as the pupils—an ideal condition surely—and one which Mr. Griffiths believes can be brought about only by having a play leader in every school. "It is probably a fact that a greater per cent of teachers than of children are injured by the drudgery of school life. The cost of providing equipment for both groups is insignificant and can easily be met if the play director knows the value of free play and the effect of inexpensive apparatus."

By Just One School Teacher—In a small town in California,

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a young school teacher changed the whole atmosphere of the "foreign settlement," introducing the foreigners to the aristocratic little village in the new guise of friends and neighbors. The district had been almost entirely isolated from the rest of the town, the citizens rather resenting the coming of the outsiders. But the teacher kept the schoolhouse open twelve hours a day, provided books, magazines and games, talked to the mothers about their babies, induced someone to open a good moving picture show and saw to it that some of the films represented scenes of American life and industry. Soon people from across the river came to help lead clubs. Children's gardens were started and a children's improvement society cleaned up the streets and planted flowers. A piano in the school helped to draw out violins hidden away in trunks and community music increased the growing community spirit.

Splendid Playground Donated to Scranton, Pennsylvania.—After the councilmen of Scranton had spent many weary hours trying to figure out how to secure a seven-acre tract, universally regarded as the most desirable spot in Scranton for a neighborhood center, Charles S. Weston surprised them by present-

ing the plot, valued at nearly fifty thousand dollars, to the city as a memorial to his father. The sum of \$25,000, available from a bond issue, can now be spent upon making the gift ready for public use without delay. Had this money been used to purchase the land, many years might have elapsed before money to complete payments and make it ready for use could have been available.

Mrs. Weston, wife of the donor, has always been active in the recreation movement and was instrumental in securing the first appropriation for a playground in Scranton.

Exhibit of Play Parks.—At the Texas State Fair, the Dallas playground exhibit included a model of Dallas' oldest playground, Trinity Park. The model is an exact representation of the park, correct in the smallest details, from the \$18,000 field house to the smallest flower beds. Tiny dolls represent the children enjoying the many activities of the playground, in the swings, wading pool, tennis court, basket-ball courts, and using the outdoor gymnasium apparatus.

Next is a glass case, displaying specimens of the handiwork which the children are taught to do. An idea of the scope of the work done, and the variety of people touched by the play-

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ground system, is received when one sees in the case two pieces of needlework, one an exquisitely embroidered dress yoke, done by a lady sixty-five years of age, at Trinity Park, and the other, a tiny handworked doily labeled, "Margaret Sullivan, Age 7."

The walls of the booth are adorned with photographs of the various parks of the city, showing the children engaged in the various activities taught at the playgrounds under the direction of the play leaders.

Pictures of clubs, basket-ball games, picnics, athletic teams show the uninitiated what Dallas is doing for its future citizens.

The interest aroused by the exhibit is evident. Thousands of interested visitors have inspected it, and many admiring comments have been passed upon the excellent manner in which the exhibition is staged.

Myron Kesner, Supervisor of Playgrounds, Park Department, Dallas, Texas, writes of this exhibit:

"Our exhibit at the Texas State Fair has called such marked attention to the work this department is doing that I am in receipt almost every day of inquiries from all parts of the country in the southwest asking where they can secure workers and how they may learn of the scope of playgrounds in a more comprehensive manner. In

every instance I refer the writer to your office and urge that they subscribe for your publication.

"The exhibit is now at Sherman, Texas, where they are holding a municipal exhibit and is one of the banner features on account of the human appeal it makes for play and recreation among adults as well as among children. I have fifteen large charts arranged in the exhibit showing the many and various forms of play and recreation under supervision.

"Regarding your question as to whether or not we shall be able to loan the model of Trinity Play Park to other communities I am indeed sorry to say that I do not think this plan feasible on account of the danger of breaking the plaster of paris model of our field house. With all the care that we have exercised in transferring the model from the state fair grounds to Trinity Play Park we were not successful in preventing some damage to the model. The jarring of the wagon on which the model was being carried caused the steps around the building to break. However, the injury is being repaired without any permanent effect on the building.

"In view of this occurrence, I am inclined to believe that the model will not stand hard traveling or much usage. It cost the

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park board \$100 to have the replica of the field house made. All other work was accomplished under my direction by the boys and girls themselves at a very nominal cost. For the present at least the model will stay in Dallas."

(See cut, page 432, March, 1916.)

Film Selection.—The office of the Metropolitan agency of the Community Motion Picture Bureau has recently been opened in New York City in the Educational Building at Fifth Avenue and Thirteenth Street. James S. Judd is managing Director. The work of this Bureau came about from a recognition of conditions stated in a pamphlet published by the church and Social Service Commission of the Federal Council of Churches:

"A new profession is developing, namely: film selection. Churches vary in the nature of their demand for films. Educational institutions want a suitable program. A mission wants to draw a crowd and illustrate a theme. These are beginning to look to men and women who know the films and can make their selections for them."

The Community Motion Picture Bureau is equipped to give intelligent and cumulative film service to churches, educational institutions and other groups

desiring carefully edited motion picture programs. The Bureau is an important factor in this new profession of film selection. The preliminary work in the selection and acquisition of its films has covered a period of six years, and it is constantly selecting and receiving leading new films as they are released.

"For Community Service" the Bureau offers the motion picture, not as a money-making undertaking, though the service can be made self-sustaining and more. Its service is flexible. It serves effectively the specialized city school, or the little red schoolhouse of tradition; the metropolitan church or the common meeting place of the smallest village. The Bureau's programs are edited with the special needs of its subscribers constantly in mind.

Playground Institute in Savannah, Georgia.—Montague Gammon, Director of Playgrounds of Savannah, writes enthusiastically of the Normal Institute in Play conducted under his direction during the month of June. Courses in *Play and Play Administration, Games and Athletics, Handcrafts, Folk Dancing, Gymnastics, Scout Work, Music, Dramatics* and *Story-telling* were given. Mr. Gammon and local instructors gave the courses.

. Mr. Gammon says:

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"We had a total enrollment of one hundred and sixteen individuals. Seventy-six of these attended in the day and fifty in the evening. Forty-two students received certificates of attendance and proficiency.

"No fees were charged. Students in the handcraft classes contributed seventy-five cents each to pay for actual cost of material used. Those who desired credit for the courses completed paid seventy-five cents to cover the clerical work of keeping records and the cost of printing the certificates.

"We had the hearty co-operation of the Y. M. C. A. whose plant was used for the classes. The secretary and physical director were so pleased with the results obtained that they have asked me to enlarge the scope of the work so that we may include preparation for physical directors another year.

"I see very distinct and tangible results from this month of work and study; it seems one of the best things we could do in promoting the general interests of the playground movement, especially in this community where a municipal system was created *de novo* and the public was not prepared or educated by the slow growth of a privately inaugurated playground.

"Our employed leaders are

better prepared and have a broader outlook.

"The interest and active help of a number of volunteer workers have been secured.

"The gospel of play is being carried to the public by the whole group of students.

"Many mothers attended and have a better understanding of their children and how to meet their needs."

The handcraft work introduced on the playgrounds of Savannah last summer proved so successful that it was possible to exhibit fifteen hundred baskets, no two of which were alike, in a district fair. Later the collection was displayed on the main business street to the delight of many hundred visitors. It was considered the more remarkable because none of the instructors and none of the children had had any experience in basketry before. The greatest part of the material used was native, such as pine straw and palmetto, gathered to a great extent by the children themselves, who made weekly expeditions to the country for this purpose.

Children from Savannah playgrounds gave a demonstration of play activities before the delegates to the Georgia Federation of Women's Clubs assembled in convention in that

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city. A great deal of enthusiasm was expressed by the delegates, especially by those from communities not yet having playgrounds with employed play leaders, who felt that no time should be lost in providing such play for the children in their home towns.

A memorial to the late Richard J. Davant, Mayor of Savannah, adopted by the City Council, credits this mayor with the initiation of many progressive steps for the city, among them the establishment of a playground system.

"The needs of the children, deprived of proper opportunity for physical development, had strongly appealed to his sympathetic nature. His own intense love of outdoor life led him to seek to confer health-giving advantages upon the boys and girls of the community. The playground system of today, the work of his administration in which he probably felt the deepest pride, stands as a monument to his successful efforts. It will continue an enduring and ever-widening memorial, keeping his name fresh in the minds of future generations, more permanent than monument of granite."

The Shakespeare Tercentenary.—The Shakespeare Ter-

centenary offers a splendid opportunity for playground and neighborhood center activities, combining recreative and educative elements in a high degree. Probably not a single center in the land but can participate in this movement in some degree. The Drama League of America, 736 Marquette Building, Chicago, Illinois, began the propaganda, which has already borne rich fruit in many directions. From this League, or any of its many centers, information and material may be secured. Suggested celebrations vary in type from the great community masque to simple English folk-dances of Shakespeare's time. Surely your center can learn a folk-song or have one lecture, or give a scene from one of the plays. A number of masques of Shakespeare's day which may be simply presented and which give opportunity for participation by both adults and children and for dancing and singing are available. THE PLAYGROUND will be glad to have reports of the way your neighborhood center observed the Tercentenary.

Nation-wide Baby Week March 4-11, 1916—State health officials of thirty-nine states have already pledged co-operation in the observance of a nation-wide Baby Week March 4 to 11. The Children's Bureau

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has prepared circulars giving full information and suggesting both simple and elaborate programs for celebrations. These are available for free distribution. Everybody ought to be able to do something for this campaign. It need not be a week—a day, or one meeting, might do much.

The Ladies' Home Journal devotes one page of its February issue to Baby Week and in addition is publishing the two plays by Professor George M. P. Baird, so successfully used in the Pittsburgh Baby Week, reviewed in *THE PLAYGROUND* for January, in pamphlet form to be sent for two cents in stamps for each copy requested. The author has asked that he be notified in advance of when, where and by whom performances are to be given, and a copy of the program sent him.

Annual Peace Prize Contest—The American School Peace League closed on March first its contest for the best essays upon one of the following subjects:

1. The Opportunity and Duty of the Schools in the International Peace Movement. Open

to Seniors in Normal Schools.

2. The Influence of the United States in Advancing the Cause of Universal Peace. Open to Seniors in Secondary Schools.

Three prizes of seventy-five, fifty, and twenty-five dollars each are offered for the best essays in each set. Full information may be secured from the secretary, Mrs. Fannie Fern Andrews, 405 Marlborough St., Boston.

April 19th to 22nd—Some of the men and women interested in community centers and related problems are to meet in New York City on April 19th through April 22nd. Among the speakers will be Percy MacKaye, Edward J. Ward, Frederic C. Howe, Harry H. Barnhardt, Mrs. Mary VanMeter Grice, and Prof. Franz Boas. Some of the topics to be considered are the financing of community center work, the relation of such work to immigration, and public health, the demands of community center work on the city plan, co-operative art in the community center. The headquarters are 70-5th Avenue, New York City. The officers in charge of the conference are Luther H. Gulick, Alfred Shiels, and John Collier.

INTERNATIONAL RECREATION CONGRESS
OCTOBER 2-6, 1916
GRAND RAPIDS, MICHIGAN

RISE AND FALL OF NATIONS

James Edward Rogers, Secretary of the Recreation League of San Francisco, writing in the *Overland Monthly* under the title *Lest We Forget to Play* holds that the root cause for the rise or fall of a nation may be found not in a study of its religion or science or psychology but in its use of its leisure time. "Those nations have counted where the people have played hard in healthy sport and found intellectual enjoyment in wholesome amusements. Those nations have fallen that have not played or, if they did, played wrongly."

Greece rose to power and glory because of her wise and temperate use of leisure, "and it was only when the Greeks turned from health-giving recreation to health-destroying vices that the Greeks were forced to give way to the more vigorous Romans."

"The fall of Greece came when the Greeks became slaves to the passive sensual pleasures that came from the deserts and valleys of the Orient. There is perhaps no more unique bit of history than this conquering of the vigorous Greek—strong in limb and manly in character—by the pleasure-loving Oriental—feeble in body and weak in morals."

"Rome, too, was at first untouched by the vicious, passive pleasures of the East, but she, too, fell because, in the fourth and fifth centuries, overcome with opulence and power, she neglected to seek the vigorous outdoor life of the field and the woods"

"The Coliseum marks the decline of Rome. Here 80,000 Romans would flock and sit for hours basking in the sun to watch two stalwart gladiators fight for life."

Spain and France both illustrate that the "test of a nation's civilization is how it uses its leisure." When the people began to "over-gamble, over-eat and over-play," an age of passive amusement and self-indulgence set in which led to the sending of the Star of Empire to the British Isles. And "England has persisted as the world's great power because her people have persisted in play and active sport. In fact, the Teutonic races of the world dominate in politics and power because they enjoy the outdoor life and participate in vigorous play. The insipid nations of the Orient long died with their effete pleasures."

"Yet some people would have us believe that there are symptoms today in England that would transfer the Star of Empire across the Atlantic. They tell us she is following in the steps of Greece,

RECREATION AND OTHER SOCIAL MOVEMENTS

Rome, Spain and France in that her people as a whole are no longer recreating. The village green is either occupied or vacant. The public house is filled. If this be true, England should hearken to the voice of history and should see to it that all her people actively participate in healthy games and sports."

Mr. Rogers concludes with a consideration of America's fitness to welcome and hold the Star of Empire according to the test of the wise use of leisure.

RECREATION AND OTHER SOCIAL MOVEMENTS

Under the title *The Relation of Recreation to the Other Social Movements of the Community* in the November issue of the *Institute Quarterly*, official organ of the Public Charity Service of the State of Illinois, Sidney A. Teller, Director of Stanford Park, Chicago, points out that playground and recreation facilities are actually by count increasing the "health rate." Five years ago when Stanford Park was opened there were 597 people on less than three acres of land. There was *one* bathtub in the block. In the five years, *over a million* shower baths and swims have been given; "the neighborhood has literally been washed up."

"Recreation in itself cannot purge its own neighborhood, and so it must join with the other social movements to be fully efficient and effective. But one great nascent force is there. The recreation center with its example and high standard of housing, toilet facilities, cleanliness, order, fresh air, facilities for bathing, slowly but surely stirs a 'life consciousness' into those who come in contact with it. This life consciousness, when it becomes articulate, demands for the people in their own dwelling places, at least the minimum standard of housing, health, toilet facilities, bathing facilities, etc., that every human being is entitled to. Therefore the recreation center re-acts on its own neighborhood, and the whole community is lifted up and made conscious of higher things."

Mr. Teller further deals with the unquestionable effect of playgrounds upon juvenile delinquency, the power of recreation to help in the Americanizing of the immigrant, the relation of play to education and to economic problems.

"Recreation can only work with the material which comes to its hands, and is interested in that material being better, and eventually the best. Recreation cannot build the temple of dem-

A COUNTRY PLAYGROUND

ocracy alone, nor can recreation be left out and make the temple a success. Each and all are needed. All must work together. None can stand alone.

"The socialized recreational worker can see half of his work being nullified by negative conditions in the community; he can see how much further the same amount of energy and force would go if the destructive forces were themselves destroyed. He can see how all social problems are related to each other and none can stand alone. He asks the other so-called 'social workers' of the community, leaders of social movements, and all socialized persons to see how recreation is related to their problems and to the community's welfare. Social recreation, with the right kind of leadership and personality, with sufficient equipment and facilities, is a strong social force in America, and best of all its work is constructive and preventive."

A COUNTRY PLAYGROUND

Margaret T. Alexander, New Castle, Pa.

A visit to the overcrowded districts of a city where the children have no place but the narrow, dirty streets in which to play, and then another visit to a similar district where playgrounds have been provided is sufficient to convince any person of the need of playgrounds for such districts.

Most of the larger cities have awakened to their opportunity as well as their duty and are providing safe, clean and wholesome places for the children. It is in the rural districts and small towns that the people have deprived themselves and their children of this pleasure, thinking that playgrounds are necessary and beneficial only in the more congested districts. For this reason, I wish to tell you of a playground in Ellwood City, Pa., a city with a population of about 5,000.

This city is situated on the Connequinessing, a beautiful stream, flowing through a rock canyon. On all sides are fields, woods and streams, inclosed by beautiful hills. Most of the homes are comfortable, well kept and surrounded by large grassy yards and lawns.

Some broad-minded, far-seeing men at the head of the Shelby Steel Tube Company, in this town, knew of the benefits to be derived from a playground, yet this question confronted them: "Would a playground be successful in this place where the children had all

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the space they desired in which to play, where there were woods, hills and streams such as any child might wish for and where there was a country club where all sports and athletics could be enjoyed?" Information could be secured only concerning larger cities and more densely populated districts.

With these doubts the playground was started, financed by the Tube Company. The grounds, which are about two and one-half acres in extent and rather too hilly for a good layout, were given rent free by a realty company. This land had to be cleaned up and leveled off. A large part of this was done by volunteers from among the mill men.

A slide, swings, see-saws, sand pile, wading pool, volley ball court, two tennis courts and a drinking fountain were installed. The cost of this equipment was \$596.57, a great part of which was used in building the tennis courts. Any city could very easily afford this expense.

From the very first day, the attendance and interest surpassed all hopes. The figures were estimated by counting the number present at 10 a. m. and 3 p. m. Children came and went as they wished. No account was taken of the evening attendance nor of adults. The average daily attendance of children, thus counted, was about one-third of the total school enrollment.

Not only children but grown people spent whole days on the playgrounds, many coming from a distance of two miles. The mill men utilized it during the noon hour and in the evenings. They formed volley ball and baseball teams for the noon hour. This sport was continued all winter, playing inside when the weather was not suitable for outdoor play. In the winter the tennis courts were flooded and used for skating. After a nine weeks' season the playground closed.

The playground is now running for the second season. This spring the mill men offered to collect enough money to build a swimming pool and bathhouse. A swimming pool 50 x 72 feet costing \$660.71 and a bathhouse costing \$250.82 were built and there was money left in the treasury.

The board of trade asked the privilege of contributing to the support of the work. Their donation of nearly \$400 was used to erect a shelter tent 40 x 50 feet. The donation was in excess of the money needed for this.

With the extra money from these two donations an additional bathhouse has been built to accommodate the large crowds who use the swimming pool.

WHAT IS THE BEST PLAN FOR PLAYGROUND EXHIBIT

Probably no part of the playground has been more appreciated than the pool. Here, without running the risk of uncertain creek bottoms and currents, in a few weeks, about one hundred small children in addition to a number of older girls and women have learned to swim. Mothers, who used to be in constant terror lest their children should be drowned in the nearby streams have lost all fear, since the children have the pool in which to swim and many are learning to swim with their children.

Folk dancing, with music, is made possible by a piano which belongs to the office girls of the mill, which they lend to the playground.

WHAT IS THE BEST PLAN FOR A PLAYGROUND EXHIBIT?

The play and recreation movement lends itself to the three dimension exhibit. Experience has proved that the attention can most easily be held by an exhibit which provides for motion and there is no better way of providing for motion in connection with a playground exhibit than by arranging for children, thoroughly alive and wide awake, to play their games in the presence of those who come to the exhibit. This has far greater effect than any number of model playgrounds with dolls to represent the children.

The first essential of such a playground exhibit is to secure a good play leader who can so conduct the play as to lead the children to forget that they are playing in the presence of spectators, and there are a large number of men and women in America who have this kind of gift. It will usually be necessary to pay from \$75.00 to \$100.00 a month to secure any play leader qualified for exhibit work.

A good many cities have tried demonstrations in connection with exhibits, and not a single instance is reported in which these demonstrations have not awakened interest.

If for any reason it is not possible to have play demonstrations with the children, a very satisfactory form of exhibit is to arrange for stereopticon slides to be thrown upon a large screen. If a large number of people are passing the screen, such pictures, and the constant change from one picture to another, are likely to attract much attention.

The need for playgrounds and what playgrounds are accomplishing can be graphically set forth through pictures, but such photographs are not apt to prove so effective as the play demonstrations.

PRODUCING NEIGHBORHOOD EFFICIENCY THROUGH PLAY

Ernst Hermann, Newton, Massachusetts

How can our boys and girls get their social training, a training which will lead to strong community life and neighborhood efficiency? The social instinct is strong in children and develops very early. Small families, strange neighborhoods, absence of play leaders, race differences, chill this instinct.

The gang instinct or team spirit appears in boys at about the age of ten. They are brought together through the driving need for fellowship which will make group activities possible, the same need which in later life makes a citizen of a democracy.

The old environment where boys grew up together until they were adults has disappeared. Team friendships are now slow in forming and when formed they are easily broken up. The development of loyalty and patriotism among our mixed population is thereby made extremely difficult.

This democracy needs strong leaders; it needs many capable leaders. Where are we going to get them if our boys cannot practice leadership?

Playground activities must be made to substitute the things which are now lacking in the environment of the child's home, and the schools must be changed to meet these deficiencies. Formerly, children developed bodies and health spontaneously in their homes, yards and in the streets, in the woods and in the fields. Thereby real citizenship was developed and the school furnished only academic knowledge and polish. If the spontaneous, natural, physical and moral training is not furnished naturally, we must provide it artificially.

Let me review in a few words a child's life and compare his environment of today with that of former generations.

PARENTS—Brought up in cities—Late marriage due to economic conditions—One or two children only—Their best time for raising children gone by—Themselves living practically a sedentary life.

HOME—Narrow quarters—Overstocked with furniture—Polished floors—Ash barrel backyards—Clothes line porches—Interference with instructive desires of children for action—Afraid they will fall when climbing stairs—Hours of the day spent in perambulators or high chairs—High shoes at the age of one year and ever

PRODUCING NEIGHBORHOOD EFFICIENCY

after—Polished soles under shoes—Tight clothing—Too warm clothing—Overheated and dry air—Not allowed to mingle with neighbors' children early—Race, religious and political differences—Frequent moving to new environments—Children not getting acquainted—No chance for boys developing leadership—Playthings too small and artificial—No sand play—No digging in Mother Earth—No climbing—No throwing—Early schooling—Long hours at desk—Poor light—Nervous environment if many children are in the same classroom—Forced application causing bad mental habits—Additional nervous burdens of cultural subjects—No house work for girls (Cooking and homemaking is ready made)—Father never at home—No hobbies as carpentering or gardening when he comes home—Boy would love to do things his father does—No weekend excursions into woods—High school work or Early shop and factory work—Both sedentary—These always during years of most rapid growth of body and vital organs—This the time of development of emotional life, maturing of sex—After that a life of worry and competition in factories, shops, offices—Nervous, monotonous, exhausting—Destroys health, ambition, and happiness.

This shows the tremendous difference of former and present environmental influences.

* * * * *

A good straight and strong human back is developed without gymnastic apparatus by any child if he can get up and down from the ground, fall over and recover himself a few hundred times a day. Leg muscles are developed by the baby's getting on top of things; the neck muscles by looking up and down, here and everywhere. The chest deepens from shinning up a tree or getting up on the rocks or the shed. Lung power is developed by running and chasing and climbing; heart power, by hard physical exertion which is strong enough to bring the blood to the skin. Kidneys grow stronger by frequent flushing of the skin, thereby causing perspiration and a desire for drinking water. The human foot cannot have a good arch unless the foot is exercised on flat and uneven surfaces, without restraint of leather bound ankles and thick soled shoes. The lenses of the eyes get their proper convexity by visualizing big things, things that are not too near, moving objects that can be followed by eye movements without eye strain. The senses of smell and hearing depend for their rational growth upon the big smells of nature, of plants and trees, minerals and animals, and the

PLAY LEADERSHIP

grand chorus of the millions of notes which Nature plays outdoors.

The voice is trained by Nature's tunes; feeling, by handling Mother Earth and its growing things. The skin with its all important ventilating mechanism is hardened and toughened and made responsive only by exposure to winds and weather and changing atmospheres.

PLAY LEADERSHIP

Wm. Lyndon Hess, Collingswood, N. J.

In a certain suburban New Jersey town with a population close to seven thousand, there are three primary schools, one school half grammar and half primary, another school, the largest, with ten rooms, grammar and two primary, and a high school. Up until March 1915 there was no supervised play in these schools. The Parent-Teacher Association was an ardent advocate of play leadership. The teachers were for the most part luke-warm in their attitude. Play leadership finally won out.

The Board of Education while partially favoring the plan would not appropriate any money for the equipment of the playgrounds, but did sanction the raising of funds by the different schools. Money was raised, not a great deal it is true, but enough to make a good beginning.

One school, the smallest primary school, raised money by subscription; one had a "Pantry Sale"; another had a "Home-Made Goody Sale"; and two conducted cake sales. The High School did not raise any money.

The Superintendent of Schools realizing that not enough money had been raised to equip the playgrounds with expensive apparatus purchased from the manufacturers decided to have a local carpenter construct the apparatus that was necessary. The lumber was purchased and the carpenter did his work. As a result, on each playground see-saws and swings were erected, and for the grammar schools, goal posts for basket-ball and posts for use in playing volley-ball. Besides the apparatus described, the schools were supplied with quoits, basket and volley-balls for the boys and girls, stands with holes in for the playing of a bean-bag game, and, in lieu of a net, strong rope for volley-ball.

In the twelve room school, covering five grades of work, seven of the rooms, six on the second floor and one on the first,

TEACHING CHILDREN TO PLAY

covering the work of the sixth, seventh and eighth grades, are in the departmental system. There had been but one recess for all rooms in the morning. The principal now divided the rooms and provided for two recesses: one from 10:10 to 10:25 for the five rooms containing the fourth and fifth grades; and the other from 10:30 to 10:45 for the departmental grades.

Two schedules showing teachers' duties on the two playgrounds, the assignment of the different games to the various rooms are issued by the principal every two weeks. For each recess a different teacher is assigned to each playground daily, alternating, so that the teachers may have turns equally with the boys and the girls respectively.

The plan from the inaugural day has worked well all around. The teachers who at first were luke-warm are now only too glad to go to the yards with the pupils and watch them and aid them in their play. It has been found that practical solution of a school problem assisted by system and co-operation has won staunch advocates where mere theory failed.

Play with a play-leader yields the largest kind of dividend to the community that invests in it. It pays. Play, pay; pay, play; should ring in the ears of the citizens of every community without play leadership in the schools until the school playgrounds are thoroughly equipped with playground apparatus. A small beginning is sure to be of great benefit, and it is a big incentive to a more complete equipment and should not be scorned. Let the start be made and additions will be sure to be taken care of.

TEACHING CHILDREN TO PLAY

A. I. Decker, Superintendent of Schools, Fredonia, Kansas

Children should be taught to play as carefully as they are taught to read, cipher and spell. The school program should provide a period for play as definite and regular as that given to instruction in language. The course of study for play should be as carefully outlined as that in reading. The instruction in games should be as detailed and specific as that given in arithmetic. The play group should be small enough to allow for plenty of individual instruction. The play teacher should be as well trained as any in the corps.

This is the fifth year that a plan such as is suggested above has

TEACHING CHILDREN TO PLAY

been used in the schools of Fredonia, Kansas. The experience of this community should be of general interest because it tends to show that a plan typified by that used in Gary, Indiana, is highly successful when adapted to a smaller school, in fact when adapted to a school of any size. To illustrate, in a two-teacher school one of two plans might be followed. First, let teacher A give her group instruction in play from ten to ten-thirty, and teacher B from ten-thirty to eleven o'clock in the forenoon and repeat during the periods two to two-thirty and two-thirty to three o'clock in the afternoon. Second, let teacher A give her group instruction in play from ten to ten-thirty and exchange groups with teacher B, giving the second group its play. As the school increases in size the second of these plans is probably preferable as it centers the responsibility for the instruction in play in one individual. It will be found a good plan where possible to let the play teacher act as principal of the school.

The second plan suggested is the one used in the Fredonia school. A play teacher is employed as one of the teachers for each six grade groups below the seventh grade. Each play teacher's program is exactly this.

A. M.

9:00 sixth grade
9:30 fourth grade
10:00 second grade
10:30 first grade
11:00 third grade
11:30 fifth grade

P. M.

1:15 sixth grade
1:45 fourth grade
2:15 second grade
2:45 first grade
3:15 third grade
3:45 fifth grade

It happens that there are just twelve grades in the school below the seventh so that it requires exactly the full time of two teachers. But the plan was the same when there were ten grades, three years ago, one teacher gave all her time to play and another gave four periods in each half day, giving the other two periods in each half day to penmanship. That the program runs no higher than the sixth grade is due to the fact that the Fredonia schools are organized under the so-called six and six plan, beginning the junior high school in the seventh grade. If this were not so we should have one teacher working full time, another one-fourth time at play instruction in each eight-room ward school.

This type of school need be no more expensive than any other. There are just as many teachers as grades or groups of children and need be no more. To illustrate the inter-relationship, at nine-

PLAY-SHEDS AND GLASS-COVERED PLAY COURTS

thirty o'clock the play teacher turns the sixth grade over to the teacher of nature study in exchange for the fourth, at ten o'clock she exchanges with the teacher of music who has had the second during the period, at ten-thirty she exchanges with the teacher who has been giving the first grade instruction in reading and so throughout the day there is no loss of time, no lapses of close control, each teacher and pupil busy at a definite task all day.

There is no necessary expense for playground apparatus. The teacher has a small group and can see that each child is engaged in play. The only expense in the Fredonia schools is for playground balls, which is about \$50.00 annually. There is no apparatus of any kind on the grounds or in the play room except two portable uprights to support baskets or nets for various ball games.

The plan offers a simple, practical solution of the health inspection problem in the small school. The playground teacher is school physician and school nurse. There is no need of a special course in ethics, character is taught by practice, not precept alone. Because of the close supervision, discipline ceases to be a problem. It is a good thing to have the play teacher serve as principal of the school as it gives close personal relationship with each pupil and a measure of freedom for administrative duties.

Any adult who will invoice the things in his life that are harmful to him will find they were acquired in childhood or youth when alone with few individuals away from proper adult oversight. It will be a wonderful thing for the citizenship of our country when we learn the necessity of a close supervision over the waking hours of our children and youth and that such supervision is possible, is wholesome and enjoyable, when exercised through the spontaneous happy medium of play. It will be found a good thing to employ the play teacher, if no others, by the year and give to her charge of all children not otherwise employed during hours before and after school, on Saturdays and Sundays and during school vacations.

PLAY-SHEDS AND GLASS-COVERED PLAY COURTS

Stella Walker Durham

Portland, Oregon

Climatic conditions along the Pacific Slope make the winter play of the children very different from that enjoyed by the children of colder climates. In western Oregon and Washington and

SKATING TESTS

much of California, the cold never interferes with the out-door life of even the smallest children but the frequent rains make it desirable to have some overhead protection. To meet this need the public schools of Oregon are beginning to provide play-sheds and glass covered courts. There are now eight schools in Portland alone, provided with either play-sheds or glass covered courts. The Josiah Failing School, shown in the picture, has two courts, on opposite sides of the building, one used by the boys and the other by the girls. They are each 40x90 feet. In this instance the courts are of concrete construction and a great deal of glass was used making the courts very light. The approximate cost of these courts was \$3,000 each. At the new Kennedy School, a concrete, one-story building, there are two glass covered courts, each 35x105 feet. This space gives splendid play opportunities. The glass courts in each case conform, of course, to the architectural features of the building so that the size and cost differ in each building.

The play-sheds which are being used in some of the outlying districts of Portland and in many of the rural districts, are simply detached buildings boarded up at each end with two-foot planks for hand ball. The remainder being enclosed with wire-mesh for basket ball. The Vernon play shed shown in the illustration is 40x80 feet and cost \$1,156.00. If either play-sheds or courts are to be used for basket ball they must be built with very high ceilings.

SKATING TESTS

J. R. Batchelor, Director, Public Recreation Department,
Duluth, Minn.

With regards to the skating tests which we used allow me to say that the boys were divided into three divisions and the girls into two, and the events were as follows:

1. Skate 100 yds. in—seconds*—100 points
2. Skate circle to left—100 points
3. Skate circle to right—100 points
4. Skate circle back to left—100 points
5. Skate circle back to right—100 points
6. Skate figure 8 one foot to each loop—100 points
7. Skate and broad jump—100 points

*Each rink had its own standard.

PARK BENCHES

8. Skate and high jump—100 points
9. Spread eagle—100 points
10. Free event one of their own choice

In nearly all of these events we could not make a definite distance or height because of the difference in rinks. On the twelve rinks in the city there were only four directors although there was a caretaker on each rink and it was rather hard to get at this test as much as we wanted to but I found its possibilities and another year will make it more perfect. I found so many boys who could not skate in a circle and very few could do the spread eagle. Duluth is Hockey crazy and at the present time we have 27 grade school teams in four leagues. This has taken away all chance to conduct the tests.

Eighty per cent of the above total points gave the boy or girl a badge.

PARK BENCHES*

George A. Parker, Superintendent, Department of
Parks, Hartford, Conn.

In Hartford we are using wooden benches in preference to iron or cement. We have comparatively few iron frame benches, having purchased none for five years, but are making in our shops the wooden settee bench that we need.

I believe we seat the people more comfortably and at less expense per year than in any other way. The benches certainly are more comfortable to sit upon. The seating system of Hartford parks probably differs from other cities, and perhaps would be considered crude and inartistic.

I estimate that seats in parks and open spaces should be sufficient, in cities of 100,000 people, which is my municipal yard stick, to seat five per cent of the population at one time, with extra movable seats that would seat five per cent more on unusual occasions, such as band concerts and celebrations. Thus, in Hartford we should have seats for five thousand people located in the different parks with seats for five thousand more people that can be moved from park to park. Hartford has the five thousand movable seats, but has not yet the five thousand seats to remain continuously in the parks.

*A letter printed by permission of Mr. Parker. See cuts pages 2 and 3

EXTENDING FIELD HOUSE SERVICE

This ratio would probably be less for a city of five million, like New York, under present conditions, but if the structural parks are built, I think the ratio would probably hold good, to the great advantage of the city.

Our seats cost us from thirty to forty-five cents for one seat for one person. They are good for about five years, so that it costs us from six to nine cents for a park seat per person for one year, or a daily cost of about one-quarter of a mill, that is, one cent would give a person a seat in the park for a month.

The different parts of the seats are made from drawings as carefully drawn out to scale as for a machine, and are assembled as needed. The different parts are put together with bolts and screws, whenever intricately connected with other parts, and so planned that a broken piece can be replaced without destroying the others.

While all this may seem very simple and not worth writing about, yet I assure you what we now have is the result of many trials and considerable good lumber wasted. The seating of people in parks is no simple matter, however simple the seat itself may be.

JONES PARK, EAST ST. LOUIS, ILLINOIS

Tampton Aubuchon

In 1908 the East St. Louis Park District, a municipality embracing the city of East St. Louis and a part of St. Clair County, Illinois, was created by a special act of the Illinois Legislature. The East St. Louis Park District was given power to levy and collect taxes for the purpose of providing and maintaining a system of parks and boulevards throughout the district.

Jones Park is forty-six and one-half acres of concentrated facilities for public pleasure and comfort. East St. Louis existed for many years without a public park system and the Park Board determined to provide the city with a park which would be interesting and entertaining to everybody, regardless of cost.

Through Jones Park winds a lagoon occupying about seventeen acres. Its meandering course, two hundred feet wide by a half-mile long, is shadowed by overhanging willows. It is devoted to boating and canoeing. Its greatest depth is four feet, this being considered sufficient for boating and a safe depth. A boat-house is situated at one end of the lagoon where an adequate number of docks are provided for skiffs and canoes.

JONES PARK, EAST ST. LOUIS, ILLINOIS

A large open-air swimming and bathing pool, costing \$7,000, is one of the attractive features of the park. A bath-house 165 feet long by 36 feet wide, accommodating 376 men and boys and 190 women and girls, was built at a cost of \$8,000.

Immediately in front of the bath house is a spacious sand beach occupying about three acres. The shallow water, from six inches to four feet, covers about 78,000 square feet. The deep water section is 450 feet long by 120 feet wide and eight feet deep. There are diving platforms and spring-boards at various places around the pool. The total capacity of the swimming pool is 4,678,500 gallons. The good condition of the water is assured by an influx of 800 gallons per minute supplied from a well on the grounds. Arrangements have been made for water polo meets and swimming races.

A concrete grandstand, seating 1,000 people, facing a quarter mile track, was built at a cost of \$10,000. The track is twenty-five feet wide with a 200 yard straight-away. The center area of the track, immediately in front of the grandstand is used for baseball and football. Beneath the grandstand are lockers and shower baths for athletes of both sexes. Seven acres are devoted to tennis courts. There is a general playground suitable for the entertainment of children from the ages of five to seventy-five. Swings, toboggan slides, sand piles, croquet grounds, courts for horse-shoes and quoits are a number of the playground facilities.

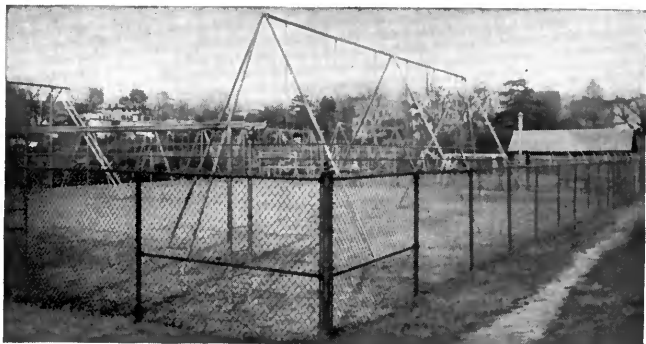
Although the park contains 150 benches and a large number of box swings and rope swings, \$17,000 was spent on a two story rest-house. The rest-house is built of fire bricks and is architecturally a handsome building. The lower floor comprises drinking fountains, ladies' and men's toilet rooms. The upper floor is a covered pavilion overlooking a grove. Comfortable chairs and settees are placed in the section and provision is made for band-concerts. Ladies' literary and sewing societies are urged to use this section for their meeting places. The fortunate location of the rest-house will enable mothers to indulge quietly in sewing or reading while the children are romping in the grove.

Jones Park was built at a cost of \$75,000 including the purchase price of the ground. A natural wilderness of shade trees facilitated the beautification of the park area. Five hundred young trees were planted on the grounds and in a few years will add excellent shade trees to the already wondrous supply. All electric wiring is underground, and all walks are made of cement. Sanitary drinking fountains are placed in various parts of the park, and

large wire baskets for refuse are conveniently situated throughout the grounds. The park is designed for the exclusive use of pedestrians, no provision being made for the travel of vehicles.

Jones Park was formally opened at a monster union school picnic, on June 12, 1914. Twenty-five thousand people attended the picnic and over 5,000 men, women and children were in the swimming pool sometime during the day.

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THE WORLD AT PLAY

Grand Rapids Recreation Congress—October 2 to 6, 1916, the Tenth Anniversary Meeting of the Playground and Recreation Association will be held in Grand Rapids, Michigan. All recreation workers are invited to send suggestions regarding the program. Already many persons are making their plans to attend the Congress. Hon. Woodbridge N. Ferris, Governor of Michigan, has given much assistance in the preliminary work.

Forty-third Meeting of the National Conference of Charities and Corrections—Perhaps never before has the National Conference held so much for recreation workers as the program of the coming meeting at Indianapolis, May 10 to 17, promises. Of course all social work is interdependent and every recreation worker is perforce interested in other lines of work but this year many problems of recreation itself will come up, with speakers whom we delight to hear. Dr. John H. Finley will speak on the topic, *How Can Social Agencies Promote the Effectiveness of the Public Schools?* Philander P. Claxton's topic will be *The School Center in Country and City* and *The Country School as a Community Center and Recreation* will be discussed

by speakers as yet unannounced.

A number of addresses regarding *Coordination of Civic Effort in Small Communities* will be made with Margaret F. Byington introducing the subject. George McAneny, former President of the New York Board of Aldermen, will speak on *Coordination of Community Needs*. A number of the addresses scheduled under the committee on health will touch the recreation problem closely; Honorable Arthur Woods, Police Commissioner of New York City will talk of the police as a social force; *The Municipality and Social Welfare* is a topic for a general session. Full information regarding the Conference may be obtained from The National Conference of Charities and Corrections, 315 Plymouth Court, Chicago, Illinois.

A special luncheon for recreation workers attending the National Conference will be held at the Claypool Hotel, Indianapolis, Tuesday, May 16th at 1 p. m. The price of the luncheon tickets is one dollar. Those planning to attend the luncheon should send word to the Playground and Recreation Association of America.

A Conference for Workers with Boys—The Tenth Annual Conference of the Boys' Club

THE WORLD AT PLAY

Federation will be held at Scranton, Pa., May 17, 18, 19. Delegates are invited from Boys' Clubs, Recreation Centers, Boys' Departments of Settlements and Community Houses. The program is planned along very practical lines, with demonstrations and exhibits, making the gathering a three-day School of Methods. For further particulars write C. J. Atkinson, Executive Secretary Boys' Club Federation, 1 Madison Ave., New York.

Play Institute in Savannah—The Playground Commission of Savannah, Georgia, announces a normal institute in play and physical education from May twenty-ninth to June twenty-third. Courses in games, handcrafts, club work, storytelling, playground administration and other vital subjects are offered.

Agricultural and Horticultural Conference—The Conference of the Women's Agricultural and Horticultural Association is to be held in Boston May eighteenth and nineteenth. *Vacant lot gardening, trees, and hedges for town and city planting, color in the garden* are among the topics announced. Further information may be obtained from Mrs. George U. Crocker, Chairman of the conference committee 378 Marlboro Street, Boston.

Picture from Dr. Sargent.—

The picture on the cover of **THE PLAYGROUND** for April, 1916, An Archery Contest, was taken at Dr. Sargent's Summer Camp.

In the death of Susan Elizabeth Blow during the month of March, America lost a notable educator—a pioneer in the Kindergarten movement, and to her death a leader in its promotion. Miss Blow was a pupil of Froebel and upon her return to America she established the first Kindergarten in this country, in 1873, paying all the expenses of the experiment for the first year. How it succeeded it is not necessary today to tell even those most uninterested in educational progress, for everybody knows of the kindergarten now. Miss Blow established a school for training kindergarten teachers from which many of the most prominent kindergarteners were graduated. In recent years she has lectured widely and has been actively associated with the New York Kindergarten Association.

Los Angeles Schools in Pageant—*The March of Empire* was represented in parade and pageant by 6,500 children of the public schools of Los Angeles. The girls sewed the costumes required, the boys built the floats and teachers and pupils searched the libraries for themes and subject matter for the great performance.

Negro Pageant by Dr. Du Bois

—The story of the negro race in the form of a historical and symbolic pageant was presented in New York before 14,000 people and later three performances were given in Washington in celebration of the fiftieth anniversary of the adoption of the thirteenth amendment to the constitution, abolishing slavery. Dr. Du Bois, author and promoter of the pageant, lectured in the Public Library the week before upon the development and significance of this pageant.

Another Outdoor Theatre in California

—Near San Diego, within fifteen minutes' ride of the business district, a natural amphitheatre capable of seating 2,000 persons is being developed for out-of-door plays. Little houses for dressing rooms are hidden by clusters of bamboo trees. The curtain will be a thick vine arranged to slide on a wire. It is hoped to open in June with *The Blue Bird*, followed by plays of California history.

Three Thousand in Demonstration

—At a recent demonstration of recreation work in Alameda, California, over 3,000 people took part in the short space of two hours.

Eighteen Hundred Boys in Athletic Tests

—Forty schools of Fresno County, California, entered eighteen hundred boys

in athletic tests consisting of short races, running broad jump, standing broad jump, high jump, baseball throw and eight-pound shot put. The scores of all the boys in a school were added and the average computed, so a school of nine boys could compete with one of one hundred ninety. W. L. Bachrodt writes of the contests:

"On the day of the meet high school boys went to the surrounding schools to act as judges. The little one-teacher school competed with the twenty-teacher school. Most of the track suits of rural boys looked suspiciously like bathing suits. Spiked shoes were a minus quantity: bare feet were the best. It was a perfect day and everybody did well. After the meet was over the returns were compared and checked by a committee and the winners announced.

"The preparation for the meet meant work. Just to get forty stop-watches was a job! We borrowed from the police, the sheriff, the race-horse men, anybody—and then Mr. Balch, the assistant County Superintendent of Education, went about and timed boys in the small schools.

"This test is a splendid thing but it is impossible to carry on over a large field without some one to cover the territory. Mr. Balch did this in addition to his

regular school work and it is due to his efforts that it went through."

Recreation Legislation—

The pamphlet on recreation legislation by Lee F. Hanmer and August H. Brunner, revised, 1915, issued by the Department of Recreation of the Russell Sage Foundation, is proving very valuable in the many places where such legislation is now being considered. Important sections of the recreation laws of every state which has such legislation are quoted, as well as typical municipal laws and ordinances. The pamphlet is indexed by states, by cities and by subjects, so ready reference is easy. It may be purchased from the Foundation for twenty cents.

A Bill to Establish a National Park Service—William Kent, a vice-president of the Playground and Recreation Association of America, has introduced a bill in the House of Representatives, at the request of the American Civic Association, providing for a national park service in the Department of the Interior, under the charge of a director appointed by the Secretary. In the past, management of the national parks has been left to officials subject to change with every change of administration. It

is hoped a bureau of this sort would soon become permanent and men of the right sort would find in this important work worthy careers of great public value and service, to the great and lasting benefit of the parks and monuments under their charge.

Palisades Interstate Park—

The fifteenth annual report of the Commissioners of Palisades Interstate Park shows a great advance in the work of making the park serve the people. New paths, wells, camp sites, docks, added to the opportunities for recreation for those who came by the hundreds from both the New York and the New Jersey side. Train, ferry and boat service were improved. One steamboat company alone carried 69,098 persons. The Mc Allister steamboat company secured a larger boat than for the previous season for the run between the Battery and Bear Mountain, which was made in about three hours. One of the conditions of the contract made with this company was that the boat should arrive at the park before one o'clock so that the public would have at least three and one-half hours at Bear Mountain before leaving for the return trip. This steamer was well patronized and during the latter part of the season the trip became so popular that extra

THE WORLD AT PLAY

boats were necessary on Sundays and holidays.

Camp Bluefields, on what was formerly the New York Rifle Range, welcomed 1,130 different girls representing almost every occupation—saleswomen, factory workers, seamstresses, teachers, houseworkers. Following the military traditions of the place, a military form of organization was used and military drill held three times a week. Each week at the Saturday night camp-fire honors were given to the company whose tents and streets had presented the best appearance for the week. A Pratt graduate had charge of the dining-room and kitchen and the meals served for three dollars and fifty cents per week were pronounced excellent.

A camp at Car Pond in Harri-man Park, which was enlarged during the winter of 1913 from seventeen acres to nearly seventy-three acres, by clearing and grubbing the heavily timbered swamp land adjacent to the pond, and constructing three concrete dams, was conducted under the direction of the Brooklyn Council of the Boy Scouts of America. Seventy-five tents provided by the organization and individuals were erected over floors laid by the Commission. The boys were taken in relays of 350 for a two weeks' stay and were instructed in

boating, swimming, forestry work, signalling. Lectures were given each week at the nightly council fires. Each relay was taken for a tramp of two or more days through the mountains of the Park. More than 5,000 boys enjoyed this camp during the season, besides many small groups from both New York and New Jersey who occupied camps along the shores of the lake.

Suits for Damages—The assistant city attorney of Milwaukee, Wisconsin, is authority for the statement that the only suit for damages because of an accident on a playground in the state of Wisconsin was decided in favor of the city, to the effect that the city in maintaining public playgrounds is performing a governmental function and is not liable for injuries or damage resulting from the negligence of the city's servants in the performance of such function. This case is *Bernstein vs. Milwaukee*, 815 Wis., 576, 149 N. W. 382. It is also reported in *Lawyers' Reports Annotated*.

In contrast to this decision, the State Supreme Court of Washington affirmed a decision in a Tacoma damage suit awarding damages against the city because of an accident to a child while playing on school playground apparatus.

As a result of this decision the

board of education of Aberdeen has decided to remove the playground slide from the school grounds. The board of education of Chehalis, Wash., has also voted to remove the playground equipment from their school grounds.

Vacant Lot Gardens in Philadelphia—The Vacant Lots Cultivation Association of Philadelphia, which assigned gardens to 670 families in 1915, besides influencing the starting of many more gardens, prepares the idle land which is lent to it, dividing it into gardens about one-sixth of an acre in size. Plowing, fertilizer and seed, costing the Association about five dollars, is provided for each gardener, who pays one dollar a season for five years.

Children's Gardens in New York City—Several school superintendents in New York City have arranged to have the classes in the schools under their charge go twice a week to the children's gardens conducted by the park department of New York City. Last year 14,000 different children visited one park garden in ten days.

Cook Ovens for Recreation—Sending a newspaper clipping from a Sacramento paper, announcing the installation of ovens for outdoor cooking in one of the city parks, C. M. Goethe, of that city, writes:

"If you could see the string of city-tired people going out to our big wild wood park, Del Paso, and cooking at these municipal camp fire sites where the city furnishes everything even to kindling and wood, it would do your heart good."

In Hartford, Connecticut, too, are to be found great fireplaces in the parks. That at Goodwin Park is a conglomeration of old stones and fragments of statuary and marble from new structures, together with the huge field stones so much used for fences in that vicinity. The fireplace is built into the hillside on the west side of the park and about it is built a room, low, with wide eaves, measuring about fifteen by twenty feet. Iron bars across the top of the fireplace and iron pots, kettles and long hooks are provided for picnickers.

New York Parks and Playgrounds Association—At the annual meeting of the Parks and Playgrounds Association of the city of New York, Miss Madeline Stevens, Play Supervisor, gave an illustrated talk, showing the work of the Association. A series of "before and after" pictures illustrated how vacant lots covered with heaps of rubbish had been converted into really attractive playgrounds. One ground, where there is good leadership but, because of the character of the ground, prac-

THE WORLD AT PLAY

tically no apparatus, held swarms of children. Another phase of the work was represented by pictures of children in institutions at play with play leaders. Many of these institutions are so hard-pressed financially for merely running expenses that there can be no provision for play and the children are really hungry for it. One attractive picture showed little convalescents in a children's hospital puttering about their tiny gardens under the direction of a play leader, provided by the Association.

Miss Stevens spoke briefly of the struggles of the Association to get streets set aside for play, showing some of the conditions it desired to improve. Always the appeal was met with the excuse that such a proceeding had no precedent in the history of the city. Finally the Association sent play leaders down into some of the streets where the children were thickest—traffic or no traffic—and the success and reasonableness of the undertaking at last proved itself and the streets were closed. Roof play centers, athletic meets and a great play day at the close of the summer were also shown in the pictures.

Honorable George Gordon Battle, President of the Parks and Playgrounds Association, spoke of the history of the Asso-

ciation and read a letter from Cabot Ward, Park Commissioner of Manhattan, commending the work of the Association and pledging the co-operation of his department. An investigation of play conditions in crowded districts revealed ninety acres of available space in the rear of tenements, if only fences could be removed. Mr. Ward recommended that efforts should be made to persuade property owners to remove these fences so useless tiny patches may be converted into usable spaces.

The Park Commissioner of the Bronx spoke extemporaneously, saying that neither he nor any of his predecessors had ever done anything for play: in his case because he didn't know the need nor how to fill it. But after Miss Stevens had persuaded him to let the Association experiment, he became so thoroughly convinced that the park commission established a number of centers.

Bowling on the Green—

James B. Shea, Deputy Commissioner of Parks, Boston, Massachusetts, deprecates the lack of recognition of bowling on the green as a desirable park recreation, "not only because it is a keen, enjoyable sport which appeals like golf to the man who is past the age when he can take part in the more strenuous games but it is what we might term an

economical sport in as much as, while the initial cost of the green is considerable, yet thirty or forty contestants may play in a space 150 feet square."

A Domestic Animal Zoo Suggested—A St. Louis citizen suggests a zoo of domestic animals:

"Instead of camels and buffaloes, let us have a few Holstein, Jersey and shorthorn cows and calves. Thousands of St. Louis people haven't seen a cow for years, and other thousands would not know a Hereford from a Red Polled animal. Let us have some chickens, turkeys, ducks and geese instead of cranes, storks and pelicans. Let the children learn about Rhode Island Reds, Black Minorcas, Buff Plymouth Rocks. A concrete example of the profit and pleasure of poultry raising would be worth much to any child of the city."

Police Believe in Playgrounds—Addressing the Greenpoint 'Taxpayers' and Citizens' Association, Deputy Police Commissioner Lawrence B. Dunham, advocated backyard playgrounds for tenement houses wherever possible:

"Myriad back yards, now too small for any use whatever and separated from the next yard by an equally useless fence, also furnish a means of letting the youngsters frolic in absolute

safety. The useless fences could be ripped down, the back yards transformed into one gigantic playground. This can easily be accomplished at little expense and brought about by the enactment of a law to cover the situation. It would mean freedom for the youngsters. It would mean they could romp and play to their heart's content without causing their parents anxiety. And it would make their play safe."

Chaperons—In central New York there are two institutions near each other providing recreation for young people. A few nights ago one of the young men was commenting upon the fact that the dances in one of the halls were not proving successful this year while in the other the dances had been unusually successful. The reason given for this condition was: "They don't have any good chaperons over there and they have a near tough bunch in it that decent girls won't go with."

A Mother's Gratitude—Probably a month's salary couldn't buy the following letter from John Hayes, playground director of a new ground in West New York, New Jersey:

West New York, Nov. 8, 1915
Dear Mr. Hayes:

No doubt my letter will surprise you, but I must write and thank you for the wonderful

work you taught my little girl.

Before you started to train her she was a little weak child with no strength and that always worried me. Now I can hardly believe it's the same girl—she is bright, strong and healthy and I know you must have been good and kind to all the children or else they would not have been so interested in coming to the playground. Again I thank you for my Juliette's health. It seems a gift to me.

Yours truly,

Mrs. Varula

A Governor Who Knows the Value of Play—Governor Ferris, of Michigan, is a strong believer in active play, which shall call forth initiative and skill. Writing in *Association Men*, he says:

"At the age of six or seven years, like all healthy boys, I asked father for toys. On one occasion I said, 'I want a top.' He said, 'Make it. Mother will give you a spool and here is my pocket-knife. Go ahead.' I whittled for a few minutes and found the cutting difficult. I returned the knife to father, and he asked, 'Where is the top?' I said, 'I do not want a top.' He replied, 'You do want a top. Make it or I shall be obliged to punish you.' I was so well acquainted with my father that I made the top. On my returning his knife he commended me by

spinning it and remarking, 'That is a fine top.' My father built better than he knew. He put lime in my spine by insisting that I make my own carts, wagons, sleds, kites, boats, windmills, and that I finish every task I voluntarily began. Modern fathers and mothers have forgotten the fine art of demanding that their boys help themselves. The toy shop, through thoughtless fathers and mothers, has dissipated the energies of our boys and placed a premium on helplessness."

First Playgrounds—Hammond, Indiana, a city of 30,000 population, this year establishes summer playgrounds for the first time. There will be six playgrounds with a man and a woman director in charge of each one. The grounds are all near school-houses so that the school buildings can be used in stormy weather. May these summer playgrounds be so successful that Hammond will decide to continue its play and recreation work throughout the year.

Community Service Bureau—North Carolina has organized a State Bureau of Community Service with W. C. Crosby as executive secretary. Community service leagues are established, the area covered by each league including at least twenty square miles. These leagues are not established unless

ECHOES FROM THE YEAR BOOK

the representative of the State Bureau of Community Service finds that the conditions will favor the success of the organization. The first item in the statement of the purpose of the leagues is to increase the happiness of country life; the last, to promote community welfare by united effort. One of the committees suggested is a committee on organizations and social life, the objects of which are (1) To promote and assist the local farmers' organizations, farm women's club, young people's debating society, and community fair, (2) To encourage lectures, debates, musicals, entertainments, local plays, picnics, celebrations, and to make community surveys and maps, (3) To promote wholesome sports and recreation, outdoor and indoor games, and a community playground, and to co-operate

with the committee on education in making the school the social and intellectual center of the community. Five communities have thus far been organized and registered under this plan.

The Readers' Guide Supplement—The publication of the *Readers' Guide Supplement* was undertaken in January, 1913, to meet a very evident need arising from the discontinuance of the *Annual Library Index* after 1910 and the decision not to publish what would have been the 1907-1911 *Poole*. The *Supplement* now indexes about seventy periodicals regularly, among them **THE PLAYGROUND**. Subscription rates are based upon the number of periodicals listed for which one subscribes. The H. W. Wilson Company, White Plains, New York, publishes the *Supplement*.

ECHOES FROM THE YEAR BOOK

Year book returns always include an inspiring number of accounts of activities and efforts which statistics only faintly represent. Throughout the country splendid public-spirited men and women are giving themselves to the play movement so wholeheartedly that they have no time to advertise their works, so perhaps by accident one learns of their accomplishments. Perhaps the few quotations which space permits may give an idea of some of this work.

"The Meadow Bank Playground, Lebanon, Pennsylvania, is a beautiful spot near the heart of the city, with nearly all the *apparatus made by hardworking iron workers*, parents of the children

who enjoy it. Only sliding boards were purchased and tennis court equipment. It was an unsightly, unsanitary marsh and dump until one man saw its possibilities. In a few weeks it was transformed. Business men and office men pitched in and had calluses on their hands for the first time in their lives."

A minister in Edgemont, South Dakota, writes: "We tried more than a year ago to get some of the people of the town interested in a playground and a play leader but no one would give any help. This spring I determined to do what I could myself for the sake of my own boys (4 of them, ages 5-8-11 and 13) and some of our Sunday school boys and girls. I put up two swings, a teeter board, and volley ball ground. These were all used and besides we played dodge ball, baseball, and a few other games. This was all carried on on the vacant grounds about the church, and there was such interest that I had difficulty to hold to the three days a week, which was all the time I could spare."

"The work developed here (Oceanic, New Jersey), under the leadership of the pastor of the Presbyterian church—who happens to be myself. This is a small place surrounded by the homes of the wealthy people of New York City and I have succeeded in securing their co-operation in the work I am doing. Though we have no organized recreation societies, we have a parish house which we recently built from an old church, remodelled it—added to it at an expense of forty-three hundred dollars, raised by public subscription. The building is open to all denominations, controlled by a board of directors made up of prominent men of the place."

From
Rochelle,
Illionis

"I have been going to send you a little report of our playground. I have filled out the blank and it seems very meager on paper, but we had a successful summer and I am anxious to do anything I can to encourage the smaller towns. We have only 3,500 population. In various ways we earned the money and the school board gave us the use of grounds and basement of the building, toilets, and drinking fountains, so we had no expense for ground or buildings. We hired an excellent play leader—feeling this to be of the *utmost* importance. Our equipment consisted of parallel bars, horizontal bars, jumping standards, jumping pit, traveling rings (four), flying rings (1 pair), eight swings, one sand pile, two giant strides (home-made), one twelve-foot Tothill slide, two croquet sets, two volley ball courts, two tennis courts, one tether tennis, one indoor baseball diamond (four balls, two bats), one basketball

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court (two balls). Fourteen boys earned the athletic badge sent by your Association. Every morning from nine to twelve a kindergarten was conducted. Storytelling and folk dancing interested children of all ages. One of our teachers kindly gave her services. We had a class in basketry with most satisfactory results. Every week had a special feature and the interest never lagged. We closed with a most successful track meet. The merchants gave away prizes and a silver cup was given the highest point winner. There are many things I might tell you. There was a great deal of opposition but we went steadily forward. We raised our money easily and with the small sum we were able to have a most successful season and many of our opponents became our friends. The "Playground Movement" was new to them, but the demonstration of its efficiency seemed to be satisfactory. We are hoping to get some organized play in our school curriculum and plan an evening recreation center. The board of education purchased all permanent equipment, so that helped us financially and gave us the satisfaction of knowing they were pleased with our effort."

**From
Johnson City,
Tennessee**

"Up to September, 1914, there was little work done here in Johnson City for the children other than to send them to school to study. The motto was that our schools are for pupils to work in. A new high school was erected at a value of \$75,000 but no gymnasium or playground was afforded to the boys or girls. I came here as manual training teacher and seeing the needs of some things to interest the children, made plans for the equipment of the three grade schools with playground apparatus. The principals of all these schools raised the money for the steel pipe and lumber. I gave over my time for three weeks and many Saturdays to install the equipment. On the school grounds we placed one basketball court, one volley ball court, four swings for boys and four for girls, four see-saws each for boys and girls and sand piles. In addition to these on the Martha Wilder ground were placed a set of traveling rings, four parallel bars and one set of flying rings. Such pieces have since been added to the West Side school.

"In the high school I organized athletics. We put up two outside basketball courts and one inside court. The inside court was in an old building which we rented for the winter. Here we played our basket ball in the city and state league. There were six teams in the city league and we played two games a week on a schedule, also two teams practiced each night from 6:30 to 9.

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"I expect to re-organize this city league this winter. We also have football and baseball, in which about fifty boys take part. Girls also are in the basketball. There is a dramatic club in the high school of which I take charge and also of the school singing. Our funds are all raised by the pupils and by entertainments.

"I am hoping to get a playground assistant this fall and if you can send me any literature I shall be pleased to have it."

**Accomplished
by Women's
Clubs**

Mrs. J. S. Detwiler, of Kansas City, Kansas, in sending in information regarding the playground work in Kansas City has shown how effectively women's clubs can work to help develop the recreation movement.

"The Council of Clubs, an organization composed of representative women from all the clubs of the city has, under its civic department, a chairman of public playgrounds and schools as recreation centers. We succeeded in getting the commissioner of parks to 'try out' play under a play leader this summer with such good results that they intend to continue and to enlarge the work. Through the efforts of the superintendent of schools, who served on the citizens' committee, the board of education arranged for a week's instruction in play and recreation for our city teachers in September. It took a year of hard work to arouse public opinion sufficiently to get any tangible results but we now feel confident of greatly increased playground facilities shortly.

"I enclose copy of resolution I had the task of preparing at the last Council of Clubs meeting for presentation to the city commissioners. A copy was also sent to the Mercantile Club and the latter has expressed itself as in sympathy with our wishes and is also urging an athletic field for school sports.

"Several obnoxious mosquito-breeding, water-filled hollows have been drained by the city and turned into play spaces and the street commissioner has promised to help give increased play facilities by closing streets in front of school buildings, wherever possible, at recess time, also to help improve low school grounds where earth from grading is available for the purpose."

The resolution referred to follows:

"The Council of Clubs respectfully asks that, should the commissioners yield to the request of the Mercantile Club regarding the further purchase of outlying tracts of land for park purposes, the commissioners will not bind themselves to any policy which will prevent the buying of playgrounds throughout the crowded dis-

tricts; but asks that the commissioners purchase with the least possible delay a play place for the congested foreign districts and that they purchase other needed playgrounds as rapidly as possible.

"The Council of Clubs would respectfully call the attention of the commissioners to the fact that of all our taxes only nine and six-tenths cents on each \$100 valuation is paid for and used for recreation purposes, paying interest on park bonds and providing a sinking fund to retire park bonds."

The superintendent of schools writes of play in the schools:

"All of our forty-two grade school buildings have regular play programs. Play occupies the same position on the daily program as arithmetic, language, reading and other subjects. Teachers are required to play with their own pupils. One or two teachers are to be seen with their children on the playground at almost any time during the day. Organized play, under the direct supervision of the teacher, is carried on in this manner. At the regular recess periods, children play the games they have been taught at the regular play program period.

"All three of our high schools have extensive athletic and recreation programs. The main high school has what they call an outdoor gymnasium. Much of the work that is ordinarily done in a gymnasium is done in the open air.

"All of our four hundred seventeen teachers are very enthusiastic in regard to our playground and recreation work. A large number of our schools and classes and school organizations have had hikes to the woods and historic country places. On these trips they have had games and sports, bonfires, luncheons, 'weinie' roasts. The high schools have regularly organized hiking clubs. Our teachers have been out on several Saturday trips across the country. We have had as high as three hundred seventeen teachers on these trips and all enjoy very much these long walks through the country.

"During the week preceding the opening of schools in September our teachers were instructed in the matter of organized play, wholesome recreation and school play programs.

"We do not have so much playground space as we need. However we are determined to use to the fullest extent all the ground we have. Nothing has done more for our teachers and our students than what we have done in the way of organized play and outdoor recreation."

In Niles, Michigan, too, playground progress was due to a woman's organization—the Women's Progressive League.

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"Niles, Michigan is a city of 6,000 and the League is a federation of all the study clubs of the city with a membership of about 200. It was organized March 20th, 1912, for civic work. The park and recreation committee purchased a beautiful wooded island of about four acres in the St. Joseph river, within five blocks of the center of the city, at a cost of \$525. A substantial bridge of wood, rest rooms and a small cement pavilion were built and all who were interested in the park project were invited to assist in clearing the grounds of underbrush and fallen trees. Men responded with teams and tools, school children came with rakes and hatchets and others with hot coffee and sandwiches. The day was pleasantly and profitably spent and much was accomplished. The committee next placed tables and benches and erected swings. The money for these improvements was raised by subscription, rummage sales and entertainments.

"In addition to the island, the president, Mrs. W. W. Dresden, purchased and donated to the League two hundred and fifty feet of river front adjacent to the park, at a cost to her of \$400. Mr. W. L. Lewis donated nearly one hundred feet more of river front in continuation of Mrs. Dresden's gift—value of \$150. These bits of river front are to be set out with native shrubs.

"The park and recreation grounds have been deeded to the city and the park committee now works in conjunction with the city park commissioners. The city has provided a well, electric lighting and a caretaker for the island, also cement walks and curbing along the river front. The gates are closed at seven except when an evening's entertainment is given on the island.

"Work planned for 1916 is swimming pool, dance pavilion, and labeling all trees and shrubs so that children may learn to identify them. The grounds are used from morning till night and are in great demand for picnics and family reunions.

"The playground committee has equipped six of the city school grounds with swings, see-saws, traveling rings, horizontal bars, slide and basket ball stops. Teachers serve as play leaders when apparatus is used by the children. The playgrounds are well lighted at night and are vacated at 8 p. m. The money for equipment was raised by subscription, bake-sales and entertainments. A proprietor of a moving picture house gave two matinees and two evening entertainments for the benefit of the cause. The plays presented were *Ivanhoe* and *Little Dorrit*. The preceptress and the teacher of English explained the scenes as the plot unfolded. School chil-

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dren assisted in the sale of tickets. The high school boys on their own initiative placed a fine tennis court on the central school grounds. The students also assisted the playground committee in placing basket ball stops on the various school grounds. In five of the ward schools under instruction of the teachers the children are taking up the work of flower and vegetable gardening.

"The school committee of the League has observed the day set apart for tree planting and with the aid of the school children has planted trees in the different school grounds of the city.

"The high school rooms and gymnasium are used once a week by the Young Women's Club, an independent organization of about 150 members supervised by well-known society women and home makers of the city. The directors are chosen one from each church in the city, including the Catholic and Christian Science churches. The branches offered for study by this society are domestic science, dramatic art and gymnastics. The directors also provide lectures and music as forms of entertainment. The average attendance is about seventy-five.

"Two other important clubs of the city are 'The Mothers and Others Club' and 'The Parents and Teachers Club.' The object of these societies is co-operation of parents and teachers and the betterment of child life. The schoolrooms are also used by these organizations."

"The work in Ponca, Oklahoma, has been done through the efforts of individuals—not an organization. Boys of the town needed a play leader so much during vacation time, that fifty fathers of boys between the ages of six and sixteen were asked to contribute a small sum per month the first year 'to pay the salary of a young man to come and devote his entire time to the improvement of our boys.' Boys up to twelve years came during mornings and boys over twelve during afternoons. Scout organization with forty members was formed. Swimming lessons were given. Nothing was done for girls, as funds were limited and the need of the boys seemed more urgent. The second year the work was carried out according to the same plan, but more extended."

From Fayetteville, Tennessee comes word: "In connection with our school we have organized a playground association which meets for one hour every Friday afternoon. At first it was considered a very foolish waste of valuable time and still is except by a few who have been charitable enough to come and see for themselves. I teach in a county school. There are only three teachers. We play

games for forty minutes and tell stories the remaining twenty minutes or usually longer.

"The principal of the school is chairman of the association; I am chairman of the story committee, and the third teacher chairman of the plays and games committee. Our president is one of the patrons. We have also a finance committee, composed of the patrons. That, of course, is purely honorary.

"In conducting the work in this way of course we are doing a thing that true teachers despise for none of us knows anything of playground work. But, as crude as it is, the results are decidedly beneficial in ways too numerous to mention."

In Small Communities Garnett, Kansas, is making use of the rural schools as community recreation centers. At least once every two weeks both the young people and the older members of the community come together to play games and enjoy some regularly planned program.

In Severy, Kansas, the W. C. T. U. donated \$60.00 worth of playground apparatus. The work required for erecting the apparatus was contributed by members of the community interested in the movement. Though there are only about nine hundred people in the community a new high school building has been erected with a gymnasium.

Some private individuals in Friendship, New York, a small community, have been working to create an interest in the playground movement. The past year a baseball ground was rented and enjoyed by the boys. Mrs. Isabelle Dudley in writing of the work says, "One good thing that has grown out of our effort is the community spirit. A special school meeting will be held soon for the purpose of voting upon the question of acquiring several acres of land joining our school building for a playground. A proposition will come before the League meeting to rent the skating rink certain hours for basketball, the teachers to direct. We have \$220 in our treasury. We are marshalling our hosts just now for a community Christmas entertainment instead of splitting up into many different church activities. After the holidays we plan to prepare a pageant for the celebration of the Fourth of July."

An association has just been formed at Stella, Nebraska, a town of less than 500, and apparatus to the amount of about \$100 has been purchased. The teachers are acting as play leaders until regular leadership can be provided.

Escalon, California, with a population of 500 has a ground

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known as Jones Park on which tennis courts and basket-ball grounds have been laid out. There is a clubhouse on the ground in which one room has been set aside for the Camp Fire Girls, one for a lodge room, and one for a dining room.

Recreation Activities in Connection with Schools

The board of education at Vinita, Oklahoma, a community of 4082 people, pays \$10 a month extra to teachers who serve as play leaders at recess periods, at noon and in the morning before school

opens.

The board of education at Lake Charles, Louisiana, requires all teachers in the public schools to devote at least forty minutes of the noon or recess to teaching games and playing with the children. Folk dancing is taught in the school and dancing teachers direct the dancing in an open air pavilion in the school from 8:20 to 9:00 o'clock.

The board of education at Hutchinson, Kansas, employs an athletic director for eleven months and he will next summer direct the summer playground work. During the school year he devotes his entire time to directing play, games, and athletics.

Mr. J. P. Vaughan, superintendent of schools of Chisholm, Minnesota, sends the following account of the play activities which are being conducted in connection with the schools. "We have, at the present time, a woman who is directing physical education for lower grades and the girls of the upper grades and high school, beginning with the sixth grade, and a man who is giving his time to the physical education of the boys. In addition we have a full time school physician and a full time school nurse. The following brief statement will indicate the scope of this work:

"The first five grades have a period for physical training, largely games, dances, and calisthenics in the school. Beginning with the sixth grade, the girls have one hour for gymnasium work and forty minutes for swimming each week. This is true also of the seventh grade. The eighth grade has one hour and twenty minutes of gymnasium work each week and forty minutes for swimming, and the high school girls, two hours thirty minutes each week with forty minutes for swimming. An hour period is set aside for gymnasium work for teachers and two-hour periods for swimming during the week.

"The time allotted to the boys for gymnasium work and swimming in the grades is practically the same as that given for the girls. The high school boys have four hours a week for gymnasium work,

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and during the playing seasons from three to five hours a week for football and basketball.

"We have playground supervision from 8:30 to 9:00 and from 12:40 to 1:10 by regular grade teachers. We have provided also for playground supervision from four to five each day, and for four hours on Saturday, by teachers who have had special preparation for this kind of work. The grades have also twenty-five minutes of supervised play during the regular school day, each under the direction of the teacher in charge.

"We have evening study periods and evening gymnasium periods totaling four nights each week from seven to nine for high school boys. We also have a total of seven evenings for gymnasium work, including games, for adults who are not in school. One evening each week is set aside for class or inter-school games, and one evening for social activities which usually include social dancing.

"We have one regular grade orchestra, one regular high school orchestra and three other beginning classes composed of about eighty-five pupils who are learning piano, violin, or some other instrument.

"There are two literary societies in the high school, and two debating teams selected through competition. Last year we maintained a course in visual instruction with slides and lectures with one or more films each week. The program was offered for school children at the close of the school and for adults in the evening. It is planned to continue this activity during the present year.

"Our night school, in addition to the work in physical training before mentioned, comprehends the giving of instruction in English, civics and the common branches, domestic art, domestic science, and manual training.

"We have this year added a department of agriculture, and we are hoping to make gardening an important feature. This will be carried throughout the summer when playground work and industrial work will be continued. The playground work will include excursions to nearby woods and lakes."

C. S. Risdon, superintendent of schools of Independence, Kansas, writes that all the teachers do playground work and that five school buildings are social centers for children and adults.

The manual training teacher with the help of the boys in his course did most of the work in installing the apparatus placed on the school grounds in Bismarck, North Dakota.

J. W. Ireland, superintendent of schools at Bellevue, Kentucky,

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writes that in clearing the two school playgrounds, the expense of which was met by the city and the board of education, a considerable section of each yard was cleared for the purpose of providing skating rinks. Mr. Ireland writes that it is generally conceded that the money was well invested and the expenditure is regarded as an investment and not a tax.

Ross Varden, supervising principal of Wakefield, Massachusetts, in sending in year book returns said, "Ball games of various kinds, relay races and competitive tests are held at recess periods with all grades with excellent results. In stormy weather simple indoor games and folk dances take their places. We have found that where these activities are conducted there is a decided improvement in the conduct of the pupils both in and out of school hours.

"About two hundred ten pupils of my school have gardens at their homes each year. These are visited and exhibits supervised by the Parent-Teachers' Association."

Sabetha, Kansas, last summer did some interesting work with school gardens. Under the direction of the superintendent of schools and a few private individuals three acres were cultivated by twenty-five boys and at least \$100 worth of produce raised.

The Y. M. C. A. of Clinton, Illinois, maintains two tennis courts for members only. This winter, however, the courts will be flooded and opened to all for skating.

Ottawa, Illinois, through the generosity of one of the citizens has been presented with a wading pool which cost \$495.00.

Riverside, California, is making a feature of its swimming facilities. There is a large concrete plunge in Fairmount Park equipped with dressing rooms. Bathing suits are provided by the city. Through the efforts of the chamber of commerce, a municipal swimming pool has been constructed on property belonging to the city about a mile away from Fairmount Park and a large number of boys who cannot take advantage of the park plunge enjoy this.

Sharon, Pennsylvania, has a park valued at over a million dollars, with a \$50,000 endowment. It is equipped with tennis and artificial lake and playground and other facilities. Buhl Club, which cost \$4,000.00 contains a library, gymnasium, and many other branches of social and educational work are carried on there. Both the park and the club were presented to Sharon by F. H. Buhl.

New Ulm, Minnesota, has no public playground but the New Ulm Turn Verein employs a regular teacher of gymnastics to give instruction in gymnastics to the children.

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Mr. L.D. Middough writes that through the athletic department of his store he has conducted a Sunday school athletic league, confined to Sunday school members. Among the activities are water polo and basket ball. From 250 to 350 boys share in the activities throughout the year.

Miss Vida Newsom of Columbus, Indiana, writes the following:

"We have two well equipped playgrounds here and Columbus is well represented in the playground world in Indiana. During the past year we have circulated the moving picture film of our first playground over the state and it has been exhibited under the auspices of women's clubs and the extension division of Indiana University in fifteen cities and towns."

St. Albans, Vermont, a community of about 6,500 people has for a number of years had the Stranahan Memorial Club conducting special work among boys of the community. Three workers are employed the year round and the club is open fifteen hours a day during the entire year. Recently the Verulum Club has been organized to work among the girls and there is now a worker devoting her entire time to organizing and supervising the girls' activities.

As a result of a playground opened in Windsor, Canada, by the Windsor Horticulture Society, so much interest was aroused that the alderman have thought it wise to open three additional playgrounds.

In Sheridan, Wyoming, a skating rink has been made in the park by building a dam below the park which backs up the water in a creek and provides about a mile of good skating.

Joliet, Illinois, is working out some very comprehensive plans in connection with the public schools. One school has a playground of twenty acres, a second eight acres, and a third two acres. Tennis courts, running tracks, baseball and football fields have been laid out and wading pools and playground apparatus are being constructed. On the eight-acre site there has been completed an auditorium with 600 seating capacity and large stage with full settings, moving picture booth and gymnasium with 70 ft. x 40 ft. floor space and seats for 400, and swimming pool with seats for two hundred, shower baths, lockers and dressing rooms.

Similar buildings are being planned for the other centers and will soon be built. Play under leadership will be conducted at all three centers during the entire year.

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A SUPPLEMENTARY REPORT FROM COLUMBUS, OHIO

Accompanying the year book returns came the following report:

In the spring of 1915 a back yard garden campaign was carried out. Seeds were obtained from the Home Gardening Association, Cleveland, Ohio, at a very low cost and sold to the children at what it cost us, which was one cent a package. Forty-seven schools took part in this "Beautify Columbus" scheme.

During the same spring we instituted a "Make Columbus a City Beautiful, Co-operate with the Department of Public Recreation Campaign." Through the Spring Hill Nurseries, Tiptecanoe City, Ohio, we got shrubs at a low cost. These we sold out to pupils in order that they might beautify their homes: ten thousand seven hundred eighty-eight pieces of shrubs were distributed in the fall of 1914. The individual orders in the fall were 400. In the spring of 1915, 610 individual orders were taken. We are now conducting the same campaign, and it bids fair to out-do all previous campaigns. The campaigns have done immense good, and people are demanding that we keep it up, even though it entails much labor and time.

Our camp for girls is located along the Big Darby River about seven miles west of Columbus. The total attendance of girls at the camp during eight weeks, in spite of the cold, damp and rainy weather was 217. Two hundred thirty-two extra meals were provided for visitors. Total expense of camp, including supervision was \$645. During the 1914 season three hundred thirty-nine girl were at camp at a cost of \$841. Each girl paid the small fee of \$3 per week to help defray the expense of the camp. This fee defrayed all expenses and left a balance.

Under the supervision of the supervisor of gardens about 400 vacant lots were ploughed and turned over to citizens to cultivate. These lots were vacant and overgrown with weeds. Permission was secured from the owner to use his lot. A man ploughed the lots under contract of \$1 per lot. Seeds were sold at cost. A greenhouse was rented and tomato and cabbage plants were raised and sold to the people at three cents per dozen. Besides these the supervisor supervised a great many back yard gardens, giving the owners expert advice about gardening. Children of the schools were interested and groups of children farmed vacant lots in common, under the instruction of a paid teacher. The children were taught how to plant, weed and take care of gardens. The people used or

sold the products of their lots. A survey was made and it was found that the lots yielded from \$50 to \$100 worth of products. Mr. Banks, superintendent of the garbage disposal plant stated that the money value of the garbage was reduced from \$12 to \$8 per ton during the summer because the Department of Public Recreation was very active in developing gardens, and people were eating vegetables from their gardens and not buying meat. Hence the grease product of the garbage was lower and the garbage was not worth so much.

During the winter twenty boys' basket ball leagues were run and one indoor baseball league. A girls' basket ball league of fourteen teams was also run. A church indoor track meet, public school outdoor track meet, eight leagues of school baseball, champion of the city swimming races were also held, as were champion races for the public school boys and girls in separate events. A picnic for all the playground children was held at Olentangy Park, cars being furnished by the street railway company, all were under supervision and all the children were taken to and from the park without any mishap of any kind or any child's being lost.

In May, 1915 with the co-operation of the Y. M. C. A. a Learn to Swim Campaign was conducted. Men and boys who did not know how to swim were given free lessons under competent teachers.

The Y. M. C. A. gave the Department the use of their pool and furnished two teachers and the department two. The campaign covered twelve days, and in this time 1,060 men and boys were each given two free lessons in swimming. A similar campaign was held in 1914. A great many boys and men learned to swim and it did much good. The expense was very light.

The three park playgrounds were kept open after school from 3-5:30 p. m. for seven weeks until cold weather set in. The total attendance was 7,287. Basketball and football were the favorite games. Soccer football was also introduced as well as other playground activities.

This spring Council appropriated a bond issue to build a recreation center in Glenwood Park. This building has social rooms, game and reading rooms, swimming pool, a gymnasium shower and locker rooms, assembly hall. The building will be completed about December first. Work is about to start on a recreation house in Schiller Park, but will not be completed until September, 1916. This is a Y type building, with kitchen facilities, gymnasium, social and game rooms, check room, central supervisor's office, auditorium with stage, shower and locker rooms.

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The Common in Anaconda, Montana

The City Common consisting of an entire block in the heart of the city donated to the city by the Anaconda Copper Mining Company was this year again the great popular and attractive recreation center. Thousands of school children of all ages enjoyed the ice skating during the winter evenings. A band of music is frequently in attendance and rest rooms are fitted up on the ice for the convenience and comfort of the small children. Certain afternoons are set aside for hockey playing and many good contests are witnessed throughout the winter. During the summer months the city maintains two baseball leagues composed of four teams each. One is made up of boys under twenty-one years of age and the other is composed of young men over twenty-one years. The leagues have the exclusive use of the Commons four evenings each week. Fully 5,000 of our citizens witness the games each evening and many come from the surrounding towns and country to enjoy the evening sports. The other three evenings of the week are left open for diversified contests and practice. The Common is provided with bleacher seats on all four sides. As soon as the baseball season closes the Common is transformed into a football field and the boys from the higher grades enjoy their evenings in games and practice. The city band gives a concert in the band stand on the Common every Friday evening during the summer months.

A People's Building

Mr. F. J. Jennison of Marquette, Mich., writes that the establishment of the playground movement in Marquette under the direct control of the school board and under the supervision of the playground directors has been accomplished. The next undertaking will be the submission to popular vote of the proposition to erect a large convention hall. It is planned to place the management of this hall in the hands of a commission of business men who will give their services without pay and to turn over the revenue earned by the building to the retirement of the bond issue with which funds will be raised. This People's Building is to be conducted purely for the benefit of the general public and probably will be made to serve not only for convention purposes but as an amusement hall at a low admission fee. Moving pictures, dancing, ice and roller skating, large social gatherings of all kinds, meetings for the general public welfare and many other activities will be arranged for in this building.

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Civil Service

The following cities reported on civil service examinations:

Los Angeles, Cal.; San Diego, Cal.; Loveland, Colo.; Atlanta, Ga.; Chicago, Ill.; Evanston, Ill.; Newton, Mass.; Worcester, Mass.; Detroit, Mich.; Minneapolis, Minn.; St. Paul, Minn.; Joplin, Mo.; St. Louis, Mo.; Elgin, Neb.; Wymore, Neb.; Jersey City, N. J.; South Orange, N. J.; Buffalo, N. Y.; New York City; Oswego, N. Y.; Yonkers, N. Y.; Cincinnati, O.; Cleveland, O.; Columbus, O.; Dayton, O.; Philadelphia, Pa.; Pittsburgh, Pa.; Seattle, Wash.

In addition the following cities reported that civil service examinations were held, but not for all employees:

Denver, Colo., and Brookline, Mass., hold civil service examinations for the year-round positions. Springfield, Mass., gives examinations for the position of director of public recreation, and Elizabeth, N. J., has civil service examinations for only one of the employees. Newark, N. J., reports on civil service examinations for all except the play helpers and this is the plan adopted by Syracuse, N. Y.

East Orange, N. J., holds non-competitive civil service examinations for the first two positions. In Perth Amboy, N. J., examinations are given by the supervisor and in Oakland, Cal., formal examinations are held by the board of playground commissioners. In San Francisco, Cal., Savannah, Ga., and Dallas, Texas, appointments are made to the positions, and Baltimore, Md., New Orleans, La., and Allentown, Pa., give special examinations.

Bond Issues

The following cities reported on bond issues:

Chicago, Ill., \$300,000. for playgrounds and \$300,000. for beaches; Brockton, Mass., \$21,250.; Fall River, Mass., \$15,000. for new site; Detroit, Mich., \$15,000.; Ypsilanti, Mich., \$27,000.; Fergus Falls, Minn., \$3,000.; Jackson, Miss., \$36,000.; Camden, N. J., \$166,000.; Elizabeth, N. J., \$6,000.; Newark, N. J., \$40,000; West New York, N. J., \$5,500; Syracuse, N. Y., \$100,000.; Yonkers, N. Y., \$4,000.; Toledo, O., \$50,000., for two sites; Youngstown, O., \$35,000.; Carrick, Pa., \$40,000.; Dallas, Tex., \$500,000., for parks and playgrounds.

New Appoint- ments in Recrea- tion Positions

Robert A. Bernhard is now Superintendent of Playgrounds and Recreation under the newly organized Bureau of Playgrounds and Recreation of Rochester, under which the recreation work of the Board of Education has been combined with that of the Park Department.

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George M. Roberts is now Supervisor of Playgrounds under the Department of Playgrounds of Washington, D. C.

J. Leonard Mason, is now field secretary of the Playground Association of Philadelphia.

J. P. Rovira has taken the place of A. C. Pease in Tampa as Superintendent of Playgrounds.

J. A. Mott is now Superintendent of the Bureau of Recreation of the city of Scranton in place of C. R. H. Jackson.

A few weeks ago a civil service examination for the position of General Supervisor of Men's and Boys' Activities was held in Detroit, Michigan. G. Fred Ashe, formerly with the Pittsburgh Playground Association, passed the examination at the head of the list and was appointed to this position.

**Additional State-
ments Regarding
Year Book Facts** Mr. Wm. J. Lee, Supervisor of the Bureau of Recreation of the Department of Parks, has submitted the following lists of officials who are in charge of playground work in connection with the parks of greater New York:

Cabot Ward, President of the Park Board, Commissioner of Parks, Manhattan and Richmond

William J. Lee, Supervisor, Bureau of Recreation, Manhattan and Richmond

Raymond V. Ingersoll, Commissioner of Parks, Brooklyn

John J. Downing, Supervisor, Bureau of Recreation, Brooklyn

John E. Weier, Commissioner of Parks, Queens

Thomas W. Whittle, Commissioner of Parks, Bronx

The Bureau of Recreation of Scranton, Pa., reports that there are five community centers being conducted instead of two; four of these are open four nights in the week, one five nights.

The Park Board of Dallas, Texas, has made the following corrections in the figures which were sent for publication in the Year Book.

Year-round centers, 13; summer centers, 13

Number of men employed, 10; number of women, 4; number of caretakers, 13

Assistants during July and August, 300; at winter centers, 150

Value of land and buildings, \$50,000

Total expenditures for 1915, \$12,000

The president of the Park Board of the city of Dallas is Mr. Henry D. Lindsley; secretary, Mr. W. C. McGintie.

THE NEED OF PLAY IN INSTITUTIONS

Luther Halsey Gulick, M. D.

President, Camp Fire Girls of America, New York City

"When visitors to my orphanage find me working at my desk," says Dr. Rudolph R. Reeder, of the New York Orphan Asylum, "they frequently offer an apology for taking my time, but such courtesy seems to them unnecessary, if they find me on the playground with the boys and girls. That is 'only play.' In my judgment it is as important as any work I can do, even to conducting devotional exercises."

This illustrates a new attitude toward play—an attitude which unfortunately does not yet pervade all our institutions. A friend of mine went to a large orphan asylum to tell a story. In a previous visit she had been impressed with the utter emptiness of the life she saw there. "The amount of perfectly good information those children could reel off was heart-rending," she declared, "I thought of the hours they must have spent cramming improving facts, and I wanted to amuse them with a perfectly frivolous animal tale." She arrived at the asylum in the middle of a beautiful Saturday afternoon, and found the little girls sitting at school desks in a closed classroom, learning a catechism. On her arrival the matron arose. "Annie," she said, "run out in the yard and tell the boys to come in at once. The lady is here to tell them a story." The protestations of the story-teller were in vain. "They are just playing ball," she was informed. Her insistence accomplished only one thing: the boys were told that those who "wanted to come in, might come." But as she saw the sullen haste with which a large crowd of boys filed into the room, she knew what "wanted" meant in that institution.

The matron was not intentionally cruel. She thought she was producing character by strict discipline and lack of freedom. She prided herself on the well-regulated order of her institution. She spoke constantly of the obedience she secured. But the school-teachers in the neighborhood, where the "orphans" went to school, complained bitterly of disobedience, thieving, trickery, and meanness. They declared that those orphans were naturally bad; they traced their faults to an evil heredity. They told hard tales of petty crimes of nastiness and meanness committed by those children, when outside the institution. The matron did not believe the tales; they were always obedient to her. Was there any con-

THE NEED OF PLAY IN INSTITUTIONS

nection between the type of obedience she obtained and the character the children showed elsewhere?

Repetition does not produce habit and character; desire produces habit. Making a boy brush his teeth in the morning for ten years would not make him brush his teeth for one more morning. Getting him to want to do it makes the difference. I have walked down a flight of stairs and bumped my head hard against a low ceiling, and at that instant established a habit which made me duck every time I went down those stairs, a completely unconscious act; whether I thought about it or not, I ducked.

The matron apparently thought that she could control without giving freedom. She thought, and many of us seem to think, that obedience can be cultivated to such an extent that it shall balance over and become self-control. Yet we know that twenty years in prison, where the most perfectly enforced routine of living is secured, does not develop in the individual that high degree of self-control which such obedience would suggest. It is fortunate when the reverse is not the case. Does the perfect control maintained by the seamen on our men-of-war, where they rise on the minute, eat, work, play, attend divine worship, all according to well-regulated schedules, mean *self*-control? Do they show a beautiful order of conduct when they spend their off-days in the harbor? I have seen in Yokohama that they do not.

Where there is no freedom, there can be no self-control. A boy who is never allowed to exercise the power of choice cannot learn to choose the right and reject the wrong, and it is in this that moral development consists. If a boy is made to do a thing by force, he has to; he may or may not want to. It is a non-moral proceeding. It may be necessary, but it is not on a moral level; it is on some other level. It may be necessary for him to take quinine. He may object to it so vigorously that you have to hold his nose and open his mouth; it may be good for him, but it has no effect on the improvement of his morals. An institution finds it necessary to compel obedience in many things; the larger the institution, the more necessary this compulsion may become. But this obedience is not sufficient to develop the child's moral nature. He is not free, and freedom and morality belong together.

But absolute freedom, irrespective of the rights of others, is not only unmoral, but immoral. What is the answer? It is to be found in the proper kind of play. On the playground the child becomes a recognized member of a community. He is proving him-

THE NEED OF PLAY IN INSTITUTIONS

self and his principles practically in an ethical laboratory, where his choice is governed as choice is governed in the larger outside world, first perhaps by the opinion of his fellows, and later by an actual perception of the effect of his action on the larger social unity. By actually entering into democratic relations with others, he learns social responsibility and self-control, for the sake of the group and the demands which the group makes upon him.

In a group game—especially in a team game—a child's personality is claimed and absorbed by something larger than himself; something which contains him as a part, which needs him, which demands that he shall make sacrifices, stop thinking solely for himself, and join in, heart and soul, with all the other members, working together for success. He must lay aside personal grudges, jealousies and resentments; he must care more for fairness than for victory; he must learn generosity; he must learn that one member of a group cannot do wrong without involving all; that in mutual loyalty is the greatest individual happiness. He does not know all these things when he begins to play; his earlier plays are not marked by this generosity and unselfishness. But play with a group of other boys gradually forces these facts upon him from a source which he recognizes as authoritative for his actions, because it comes from the whole of which he himself chooses to be a part.

How much more effective the judgment of his peers may be than is the opinion of any adult, is illustrated by the story of a Sunday School teacher, told by Dr. Richard Morse Hodge. The teacher had occasion to rebuke a boy for something. The boy stoutly defended himself against the teacher. But when the man appealed to the other boys of the class for what they thought, they replied: "Yes, that's just the kind of fellow he is," and the fellow wilted. Is this case typical?

But, we are asked, do the boys in an institution need to be *taught* to play? Will it not be enough to assure them some time for play, interrupted not too often by the sudden demands of other aspects of institutional life? Will it not be enough to turn them loose in the open air for a certain time each day, and let them do as they choose, making their own traditions and playing at their own will? Why should a superintendent like Mr. Reeder go out to play with the boys, unless for the reason supposed by the visitors—that he wants amusement himself and has no real duties?

The report from a person who has carefully investigated con-

THE NEED OF PLAY IN INSTITUTIONS

ditions in over one hundred orphan asylums is perhaps a sufficient answer to the question of the necessity of teaching children in institutions how to play.

"I have seen children at play in about one hundred institutions, and beyond the use of toys, I have never seen them playing any game but tag. Repeatedly I have been told by care-takers that 'they like to stand around and watch each other.' In photographing the so-called 'playground' of a large institution, I tried to take a picture of the children at play; but they did not know how to pose for me, as they had never been taught how to play even tag. They just ran around and pushed each other.

"In one institution some fifty little boys are daily sent to the cement-floored basement at playtime. There is no supervision. The president of the institution told me that they did not know what to do with themselves, and dug the putty from around every one of the panes of glass in the windows. They were reprimanded for this and told to 'play.' Not knowing how to play, they scooped out little crescents of cement from the floor in a sort of pattern and when they were reprimanded for this, they sat around the walls in mute despair. The children tell me 'they do not like to play because of the bullies.' In other words, competition is not fair in undirected play, and the children who do not like freefights keep out of the playtime activities. I have known this to be true of institution after institution. The apparent contentment of institution children, their lassitude and calm, is commonly mistaken for a satisfied play-instinct. Close study of these little inmates indicates that lack of bodily tone, of motivation and opportunity to learn to play are the chief features of this passivity."

The same testimony comes from scores of men and women actively engaged in institutional work. "One rarely sees a boy who can play any well-known games without being directly coached," says one. "Games are unknown in asylums till not only taught, but practised. Two women visited a model orphan asylum one exhilarating Sunday afternoon and found all the children indoors. The sisters had assumed that it was too cold for the children to go out, and had not proposed it. No child had had the initiative to think of an out-of-doors excursion. The prospect of a snow-ball fight would, no doubt, have been carried by acclamation and cheerfully permitted; but there was no one to take the initiative."

"Lack of initiative and lack of inner response to the demands of the social group," these are the two greatest lacks of children in

THE NEED OF PLAY IN INSTITUTIONS

institutions. The best method of supplying these lacks is through the efficient play leader—the man or woman who can mingle with the boys and girls, encouraging them, playing with them, showing new games, and perhaps most of all cultivating a sense of fair play. Such a leader must know children so that he will be able to appeal to motives which are ready to be awakened, and to develop the sense of group-loyalty which is the foundation of later unselfishness.

One of the boys in the garden class in the New York Orphan Asylum stole radishes from another boy's garden and was caught in the act by some of his companions. All the gardeners were at once assembled; the boy and his case were set before them. After some discussion the motion was made and unanimously carried that the boy forfeit his garden. It was one of the best in the plot and he had spent much time on it, but by his deed he had violated property. So far, the action was sustained by Dr. Reeder, the superintendent. But when a boy moved that the delinquent be "required to weed all the other gardens" the chair refused to put the motion. He states his belief that if he had put it, the motion would have been carried, on account of the boys' natural laziness and the recent increase in weeds, and especially on account of the unpopularity of the culprit. He explained quite carefully the distinction between the inevitable punishment which the boy had brought upon himself, and the revenge which would be a mean taking advantage of a "fellow who was down." A man who can see this distinction and impress it upon the boys is a much-needed factor in the growth of group life and group tradition.

Some of the play activities just now receiving special attention from the playground movement are particularly applicable to children in institutions. The same difficulties which beset institutions beset our modern city children. The same forces which will help to develop group life in the one place will help in the other. Folk dances in institutions for children are especially recommended by a woman who has become thoroughly acquainted with the life in hundreds of such institutions. The necessary floor space is present, and the necessary shelter. The fact that the same children are together throughout the twenty-four hours gives especial opportunity for developing the educational opportunities in which the folk dance is so rich.

Two children of my acquaintance, brought up in a home and under favorable surroundings, found so much pleasure in the folk

THE NEED OF PLAY INSTITUTIONS

dances that they brought them into their housework to give an added zest. While washing the dishes, one of them would suddenly whistle a well known tune and the other would execute a few steps, with the dish in her hand, returning almost immediately and with increased pleasure to her work. If this is true of children who have opportunities of many kinds, what would be the effect of a folk dance in an institution, where spontaneity and joyous initiative are obtained with such difficulty?

Play traditions are also notably lacking among the children in an institution for dependents. Broken families, poverty stricken homes, have left no chance for the growth of play tradition. More than other children they need it; but they get it much less than other children.

There was John, sent from a most sordid home to a reform school. Mrs. Charles F. Weller tells his story. On her first visit to him, his mother—dissipated and immoral, but not without maternal affection,—said: "Johnnie, what did you do that first evening? Weren't you awful homesick? Didn't you miss the other boys?" "No," said John, "I went right out on the playground and forgot all about it." John came home a much improved boy. Fresh air and exercise and the wholesome, vigorous play must have had something to do with driving out the poisonous germs that filled his mind. In his own home he had grown familiar with vices of every sort. His life had bred into him a growing cruelty and a morbid interest in the horrible things of life. He had need of much play—noisy, wild, boisterous play, to make his mind as wholesome as a boy's mind should be.

No children need play more than the children in an institution; no children get less of it. Some institutions have been sufficiently touched by the playground movement to introduce play and play leaders as a regular feature of their life; but the great mass of institutions have not awakened to their privileges. Two things all children need, institutional children most of all, since institutional life necessarily makes rigid demands for mechanical obedience in many things. The two things are: individual initiative developed through free choice, and a response to the demands of the group which shall not be mechanical but truly social and hence truly moral. Without these things no true character can be obtained, no real happiness secured, no really large efficiency in any line developed. Play and the effective sympathetic play leader can best be trusted to secure these qualities.

BOOK REVIEWS

CHARACTER THROUGH RECREATION

By Reverend Howard P. Young. Published by the American Sunday School Union. Price, seventy-five cents net; by mail, eighty-five cents

LAUGHTER AND LIFE

By Reverend Robert Whitaker. Published by the American Sunday School Union, 1816 Chestnut Street, Philadelphia, Pennsylvania. Price, sixty-five cents; by mail, seventy-three cents

These two books won the first and second prizes offered for the best manuscripts on the subject *Amusements: How Can They be Made to Promote the Highest Well-Being of Society?* Together they form a rather remarkable treatment of the question of play from the standpoint of the modern church.

Mr. Young's book, designing to show "a kinship between recreation and righteousness," considers the universality of the play instinct and cites numerous instances of actual character-building through play and, on the other hand, of "sports that kill." Most of the book is devoted to the ideals of recreation, abundantly illustrated, and to the part the church and the home as pillars of ethics should perform.

Mr. Whitaker's thesis, that the type of laughter of an individual or a nation indicates the standards of morality, whether it be the light laugh of scorn or the vital laugh of perfect fellowship with purity and truth, is developed by a consideration of the natural function of play, a mighty "social cement," and of the obligation for one and all "to live life to the utmost, and to do only those things which make for the enlargement and enrichment of life." The labor problem, social legislation, evangelism and other vital topics are discussed in relation to the true spirit of play.

THE CHURCH AND THE PEOPLE'S PLAY

By Henry A. Atkinson, Social Service Secretary for the Congregational Churches of the United States. With an Introduction by Washington Gladden. Published by the Pilgrim Press, Boston, 1915. Price, \$1.25

The author analyzes the past and present attitude of the church toward play in general and especially toward dancing, cards and the theater and recommends breadth of vision in dealing with play and amusement. Numerous examples of the dangers and disasters of the play instinct misdirected are given, emphasizing the responsibility of the church in the play life of its people. Results attainable from a definite play program for the church are illustrated by a number of striking experiences in various parts of the country.

Regarding such a program the author says, "There is a difference of opinion among the church people as to the value of this kind of work. Some of the churches have unwisely looked upon every play facility offered to the people as a means of increasing the attendance at the Sunday school and church services, and have measured the success of every undertaking in terms of the increased enrollment in the church and Sunday school." The most successful undertakings, however, have been where it has been seen that "the one thing requisite if the church is to become a social center is, that its eyes shall be turned outward toward the community rather than inward toward itself. . . . Some day the church as a whole will see its opportunity and throughout the country wherever there is a church there will be a center for inspiring the community and helping it to face its problems bravely and solve them with wisdom."

STREET-LAND: ITS LITTLE PEOPLE AND BIG PROBLEMS

By Philip Davis, assisted by Grace Kroll. Published by Small, Maynard and Company, Boston, Mass. Price, \$1.35 net
The author during several years' experience as supervisor of licensed minors

BOOK REVIEWS

for the Boston public schools picked up a tremendous deal of information regarding children upon the streets not only street workers, but worse still, street players and street idlers. He also saw causes underlying the conditions and figured out ways of improving them. All of these things he has set down in a very readable book.

THE LITTLE PLAYBOOK

By Katharine Lord, 15 Gramercy Park, New York City. Price thirty cents each

Two of a series of plays written expressly for amateur production by young people have appeared—*The Minister's Dream* and *The Greatest Gift*. The first is a Thanksgiving play, the second a Christmas play. Both are well adapted for playground or neighborhood center use as they are simple and easy to produce and give opportunity for a large number to participate in songs and dances without a great deal of rehearsing of the entire cast.

Two new plays are announced, No. III. *The Day Will Shakespere Went to Kenilworth* and No. IV, *The Maiden of No Heart*, an Indian play for girls' camps.

LEADERS OF GIRLS

By Clara Ewing Espey. Published by The Abingdon Press, 150 Fifth Avenue, New York. Price, seventy-five cents

Out of a wide experience in girls' work, this leader gives her message to other leaders struggling along a difficult path, as yet all too seldom marked with guideposts. She emphasizes first the importance of the leader's recognizing the ultimate aim of the work with groups of girls. "She would scorn the idea of cutting into a piece of silk without first deciding whether to make a party dress or a petticoat, and she would never begin to combine ingredients without thinking whether they would result in fruit salad or baking powder biscuit; yet she does not hesitate to make an almost indiscriminate use of the activities which should help to mold the lives of her girls in their most impressionable years." A recognition, too, of the three different girls every girl is during her teens is necessary. Each of these girls is analyzed and ways of getting over the more common pitfalls suggested. The "silhouettes" at the end of the book, character sketches of imaginary leaders, would repay study by every club leader to see which description fits herself.

EFFICIENCY IN HOME MAKING AND FIRST AID TO GOOD COOKING

By Georgia Robertson. Published by Robertson, Publisher. The Kenesaw, Washington, D. C.

All the questions one would think of and many besides, regarding the management and care of a house are answered in catechism form, followed by a similar treatment of general principles of cooking. It would seem that such a textbook or reference book would delight young girls and perhaps give them in addition to elementary principles an interest in the matter which might lead to a broader study.

VITAL PROBLEMS IN RURAL LEADERSHIP

By Walter J. Campbell. Published by International Young Men's Christian Association College, Springfield, Mass.

Though this volume considers the whole field of rural needs, not particularly recreation needs, it is interesting to see how closely at the root of all such problems recreation is found to lie, and, as the introduction says, "For many an apt phrase and illuminating bit of experience Professor Campbell has made us all his debtors."

BOOK REVIEWS

MANUAL OF PHYSICAL EXERCISES

By A. R. T. Winjum. Published by the author, Battle Creek, Michigan

The author, director of physical training at the Battle Creek Sanitarium, presents in clear and simple form many of the exercises which have proved beneficial to patients at the sanitarium. The point of view is the upbuilding and maintenance of health, rather than recreation, though the student is urged to concentrate fully and to enjoy the exercises.

CAMP AND OUTING ACTIVITIES

By F. H. Cheley and G. Cornelius Baker. Published by Association Press, 124 E. 28th St., New York. Price, \$1.00

This book aims not "to prepare a book on camp technique, but rather to bring together from many sources all available material dealing entirely with activities that have a positive all-round character-developing value." Directions for games for stormy days, "stunts" around the camp fire, complete words of a number of songs, the text of several plays, as well as the names of others which may be procured, religious activities and much other material make a book "cramped with suggestions so that no two days of the camping season need be alike."

ATHLETIC HANDBOOK

The official handbook of athletic and recreative activities of the public schools of Philadelphia, Pennsylvania, published by the supervisory committee on athletics, revised to January 1, 1916, gives athletic principles and rules as interpreted and adapted for the best interest of the Philadelphia public schools. Rules for games and meets and drills are given, a pretty comprehensive survey of athletic procedure. Ordinarily a limited number of copies may be obtained from the Director of Physical Education, Philadelphia Public Schools, at the rate of fifteen cents per copy or \$1.50 per dozen postage prepaid, but at present an edition of 10,000 is exhausted.

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(Illustrations Made by the Art Club)

COMMUNITY CENTER CONFERENCE

Howard S. Braucher

Should the support and control of the community and neighborhood centers be predominantly municipal or private? This was the fundamental question on which there was so much difference of opinion even in the small group present at the Community Center Conference recently held in New York City that the chairman of a special committee of four appointed to bring in a report on which all should agree asked permission to have each one of the four speak because each had different ideas. "An organization of radicals is a contradiction in terms, because as soon as radicals organize they cease to be radicals." A true radical loudly attacks at night what he enthusiastically proclaimed in the morning.

It seemed to some of us who were present that the leaders in charge of the Conference were afraid of government. "No government is wise enough to provide recreation for cosmopolitan groups in a city like New York," said one speaker. Government hands things down to the people and forces its will on the people. There were many expressions of faith in democracy, in the people, in letting all the people work out their will, but the speakers did not seem to think of the people as having anything to do with government. I wondered for the moment if I had fallen asleep and awakened in Russia. No, I was not in Russia but in New York and many of the speakers and leaders were New York City men. When I remembered the city government which New York has suffered I understood this fear of government, this fear to let people, you and me and our neighbors, try to do things through our city governments. However, in a large part of the country men still consider their city governments as belonging to them, as something of which they are a part, an integral part, and something in which they have faith.

There was a willingness on the part of the official leaders of the Conference to tolerate the community government centers for the time being, a magnanimous willingness to try even to extend the government centers, at the same time asserting, however, that the government centers are not ideal and that the ideal toward which men throughout the country should work is centers receiving their support as far as possible from funds not obtained through taxation, but through charges made for the use of facilities, ad-

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mission charges to motion picture exhibitions, to dances, dues for club members and other similar sources.

On the first night of the Conference it was proposed that a corporation be formed with a reserve fund of one hundred thousand dollars to take fifty or more schools to use as community centers, the city to furnish without charge the use of the building, heat, light and janitor service, with a strong staff of trained, skilled workers and a successful man in charge; the choice as to which schoolhouses should be used to be according to whether the centers would pay, not with reference to where the need is greatest. This large corporation, with a strong staff, should promote intimate personal relationships in the community centers. It was proposed that gifts and taxes be secured to continue the present work free, but many of the speakers were very outspoken in their declarations that the basis on which perhaps ninety-five per cent of the present neighborhood and community center work in the United States is carried on is fundamentally wrong.

In various addresses it was suggested that in the non-government organization of community centers self-support be secured through subscriptions, through membership dues, through definite charges for services rendered, such charges to be made for dancing, dramatic performances, for motion pictures, for roller skating and for ice skating.

At the present time there are about 60,000 men and women active in one way or another in the neighborhood and community play centers. More than one thousand workers are employed throughout the year. The expenditures from tax funds run into the millions. In 250 cities the neighborhood play centers are supported by municipal funds. Only a few of the men and women who are bearing the burden of carrying on this great work in the municipal neighborhood centers were present, but there was a strong, vigorous protest against the fundamental principles which the leaders in the Conference attempted to lay down. Unfortunately there was no time for a thorough-going discussion. In three-minute speeches after the full program of set addresses it is impossible to do much in discussing such a fundamental question as whether governments can be trusted to conduct great democratic, constructive undertakings. The Conference leaders assumed a certain philosophy of government, a certain philosophy of life. Those who believe that government is a tool to be made constructive rather than kept negative, a tool for building a higher civilization, those who believe

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that standards in the individual life, in the group life, are essential, a help, not a hindrance, cannot feel as most of the leaders seemed to feel. If this Conference had been a gathering of all the workers who had helped to build up the neighborhood and community center movement, there would not have been loud and general applause when a speaker declared that this big country was in a sorry state if we had to be disturbed when a man speaking in a schoolhouse said, "To hell with the flag." For ninety per cent of us the flag is a sacred emblem not to be lightly spoken of. Most of us are still so "conservative" and so "narrow" that we cannot tolerate the man who insults the flag of our country.

There is no question of the breadth of the attitude expressed by one speaker in a public address at the Community Center Conference and by a number in private, that the center would be more truly a community center if even prostitutes were represented in the number of those using the center. Those whose philosophy of life is so inclusive as to give unreformed prostitutes a place in the community center have reason to fear "the standardization" of government direction of community centers, the "tyranny of the majority in government." We are dealing with a fundamental difference in the outlook on life and government.

Life is so short we ought to be interested in seeing something done as well as discussed. A higher type of civilization can be evolved only as there comes into each individual's life standards, restraint, limitation, and this is true of the group and of the government itself. If we wait until we are all in perfect agreement nothing of much value will ever be done. It is better to have community centers that are not according to one's ideal than to have none at all, but in New York City statements have been repeatedly made by those who feel that government support is not a wise plan, which tend to reduce the government appropriations and so to lessen the amount of community center work of any kind going on. No wonder that those in charge of appropriations in New York City, hearing repeated assertions from men who claim to know, that community centers can be made self-supporting, reduce their appropriations. The Mayor of New York City, speaking after a self-support advocate, said: "It is a great relief to us with so many calls upon the tax funds, to hear that recreation can be provided by self-supporting methods." It is not an accident that each year, since self-support has been advocated in New York the appropriations for evening community center work have been reduced. There

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is no reason why those who oppose government support and direction of community centers should not run their own centers in private buildings, or even in public buildings, without attacking government centers or claiming any superiority. That would have been a "practical application of cooperation," a word which the self-support leaders have much used.

The time has come now for a thorough discussion of this whole question. Is it too much to ask that we use the word self-support in our discussions as any business man, or anyone not engaged in social or religious work uses it? A woman in New York City announced the success of a "self-supporting" club for women. When asked about the club headquarters she explained that she had a building not rented which she allowed the club to use without charging any rent. When asked about the heating, she replied that as a neighbor she had had a part of her own supply of coal delivered to the club so that there had been no expense for fuel. A man employed in her own house had given the janitor service also. Yes, come to think of it, she had paid the light bill also. Do the girls have any club director? Yes, her private secretary met with them. Aside from these items, however, the club was entirely self-supporting! In other words, the club paid about one-sixth of the total cost. A business man who said his business was self-supporting when it paid one-sixth of the cost would be misunderstood—business men lack imagination. Would that we as social workers had less! The fact is that the so-called self-supporting centers in the New York City public schools cost the City of New York more per session than the centers maintained entirely by the city.

Another Community Center Conference is to be held next year. Harry A. Lipsky of Chicago, who is not afraid of government support and direction of community center work, is to be president of the Conference next year. Undoubtedly on the regular program opportunity will be given those who believe that the support and control of the center should be predominantly municipal to present this side of the question fully. At any rate there will be a discussion of both sides at the Recreation Congress to be held at Grand Rapids, Mich., October 2-6, 1916.

WHY I BELIEVE THAT COMMUNITY AND NEIGHBORHOOD CENTERS, SCHOOLS, AND PARKS SHOULD BE UNDER GOVERNMENT DIRECTION AND SUPPORT

Howard S. Braucher, Secretary Playground and Recreation Association of America, New York City

In the early days of the public school movement there was much opposition from men and women who felt that the education of children was a function which could much better be left to private groups than to the government. Many also felt that adequate funds for education could never be secured through taxation. In America the play movement from the beginning has been recognized as an educational movement, and because the schools were public, men have thought the play centers ought also to be public. Until recently there has been hardly an individual in the United States who has not been enthusiastic over government direction and support of neighborhood play centers as the ultimate goal and ideal. Private group experiments have been for the purpose of demonstrating the value so that the municipality could be persuaded to take the play centers over.

Now a small group of people have come forward and have attacked the fundamental basis of most of the work which is being done in the United States at the present time. Is it true that the men and women of Chicago have been unwisely led in voting more than \$11,000,000 for municipal neighborhood centers? Would Chicago have acted more wisely if she had organized private groups to carry on the neighborhood play centers?

Let us consider the reasons given by various speakers for believing that support of the centers by other means than taxation is wise. The reasons given by leaders in the so called "self-supporting" community center movement follow:

1. "Self-supporting" centers cannot be controlled from above and imposed upon people who do not care for the centers. A cooperative center is impossible without "self-support" by those making use of the center.

2. "No government is intelligent enough to plan recreation for a city as cosmopolitan as New York City."

3. "An ideal municipality could take over community centers but the average city would do great harm for the chief virtue of government is standardization. A cooperative group formed

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outside of the government is voluntary, democratic, unforced, elastic, gives opportunity for self help. Under government minorities are forgotten. A municipality may have aristocratic or plebeian standards, but it attempts to make such standards uniform. Uniformity should not be substituted for variation."

4. "The development of initiative and organizing power is dependent upon immediate, direct 'self-support.' Support of community centers through taxation is too indirect to give the needed sense of responsibility. Strength and development come through doing things for one's self, not in having things done for one."

5. "When people pay for their recreation through charges or contributions you may be sure that the people will not come unless they are securing what they want. Such support gives a daily acid test of success."

6. "Community centers will be discontinued when people no longer care for them if they depend upon the individuals coming to the centers for financial support."

7. "Community centers cannot compete with modern commercial recreation if community centers are to be supported and controlled by government. New York City alone spends \$100,000,000 for private recreation each year. The people through their government cannot compete with any such expenditure for private recreation."

8. "Tax funds in New York City and probably in other cities are inadequate for recreation. If community centers are to be extended so as to be adequate to the need some other means of support than government taxation must be found. Where recreation is 'self-supporting' there is no limit to its development."

9. "Self-supporting centers under private group control can be run on a large enough scale to reduce over-head cost of administration. There is no great future for the community center movement unless the same methods be used which commerce has found successful."

10. "City governments ought not to be called upon to give as large a proportion of the tax funds for recreation as recreation needs."

In considering the arguments which have been advanced for non-government centers we must admit first of all that government centers and non-government centers will both have difficulties, that no method can be devised which will do away with all difficulties. We are nearly all agreed that living is a cooperative enterprise, that

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a spirit of cooperation is essential to a successful neighborhood center. Whether there shall be such a cooperative spirit depends, however, more on the spirit of the man in charge than it does upon the form of organization adopted. If the people through their government elect a despot to have charge of their community centers, or if the people through their private group organization choose a despot to serve as their leader, there will be little opportunity for cooperation. Many of the men and women who believe most deeply in the theory of cooperation, expending much of their time in talking cooperation, have formed thoroughly uncooperative habits and are utterly unable to make practical application of their own theories. I have heard men speak eloquently of the need of developing cooperative centers and then go out and attempt to use force to establish cooperation! You cannot have in city government centers, or private centers, cooperation and democracy unless you have men and women as leaders who have a cooperative spirit. If you have this cooperative spirit in your leaders and in your group you can have cooperation and democracy in either government or private centers. No machinery can be devised which czars cannot use. The way to secure cooperation in the centers is to find and develop cooperative people.

It is not difficult to find men who will tell you that they believe in cooperation, but it is difficult to find men of capacity and ability who have formed and can develop habits of cooperation. If the play movement can find men who have something of the spirit of Thomas Jefferson and Abraham Lincoln they can find and train more such men, but no intellectual training will ever develop the spirit of cooperation. The leaders who train them must themselves live cooperation and breathe out democracy, not force.

Much has been said by those opposed to government direction, about the tendency of government to standardize, the tyranny of majority. We are told that private group control of community centers is wiser for this reason. The whole question is whether we believe in standards. After all is there any tyranny like the tyranny of minorities? For myself I believe in majority rule *in the spirit of cooperation*. I believe the community center interests of a city are safer in the hands of the people as a whole than they are in the hands of a self-appointed group who have formed a private corporation to look after community recreation. We must admit that "no government is intelligent enough to plan recreation for a cosmopolitan city" but neither is any private group intelligent

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enough to undertake this task. The same individuals would be just as efficient as a committee of the government as they would be as a private group. The trained staff of the privately controlled corporation is likely to be far more dangerous than the staff of a publicly-controlled community center work.

We are told "support of community centers through taxation is too indirect to give the needed sense of responsibility on the part of those using the centers." Development comes in doing things for one's self. It is true that we could all get more experience in making decisions if we were to take our schools out of the government and place them in the hands of private groups in each neighborhood. We could gain still more exercise in initiative, in organization, in making decisions if we should form another private society for the parks, another for the roads, another for the care of the public health. Much experience could be gained by arranging for private groups to charge tuition in our schools, to charge admission to the parks, tolls for the use of our roads and bridges. Very soon, however, if all these details in each neighborhood were controlled by private groups and all these detailed questions had to be passed upon there would be time to do nothing else. Life is too short for each individual to give time to every problem, no matter how much development may come to him through following such a plan. We must specialize, we must delegate, we must work through others if we are to live effective lives. Though we might gain an individual interest in government if each individual shared the settlement of every question, there would not be time left for the earning of a living. If we were to follow this plan to its logical conclusion, the private group organization would gradually again evolve a government. Even in private societies it is not possible to have every question come before everyone. Even in private societies we have committees and sub-committees. Where many private groups are formed it is soon necessary that there be some relationship between the various units, resulting soon in complicated machinery. If we are to have time for working and living we must make some of our decisions through our representatives. The question is between (1) spending all our time discussing, debating and trying to cooperate and (2) trying to do something, to go somewhere. In time of war we arrange for a general, not to impose his will on the people but to enable the people's will to be carried out. In times of peace many men are just as deeply interested in seeing certain campaigns for a higher civilization carried through. If we feel that

child labor should be abolished now rather than ten years later, that it makes a difference whether two million persons die from preventable diseases, whether large numbers of children are growing up unfitted either for industry or for living, if we feel that this is a moral universe, that we are going somewhere, then we cannot spend all our time upon the *forms* of self-government, upon parliamentary law, in trying to do everything ourselves through our privately organized groups. We must then trust our government, however poor it is, delegate our work for civilization to it, and use it more and more as a positive tool in the great struggle to achieve a civilization. This struggle is more important than any military war. It is, therefore, important to save the time of men from needless exploitation in trying to do for themselves what they could secure others to do for them much better. We must be ready to be soldiers in a great army fighting for human progress rather than that we all sit as generals in deliberation, deliberation, deliberation, that leads nowhere. The way to a higher civilization does not lie in moving backward along the route we have come.

If private groups want to develop initiative by making decisions let them organize, let them meet in the community center or elsewhere, but let the direction and the responsibility for the community centers, the schools, the parks, the roads, remain in the hands of all the people.

Let us take up the argument that private support of community centers gives a daily "acid test" of success since people will not pay unless they receive what they want. The trouble with this argument is that it proves too much. If you were to apply any such theory in education, you would find that young men would not take some courses which they now take and which they later recognize to have been among the most valuable they have had. It is quite generally recognized in recreation that the small group activities cannot be supported by charges, that young men will not pay a sum sufficient to meet the entire cost of providing a quiet game room or providing leadership in music, dramatics, and debating. According to the "acid test" the activities which will remain as bringing the greatest income will be the passive amusements—watching the motion pictures and dramatic performances. The smaller group dances will not pay well but the great mass dances, which have less value in developing neighborliness, bring the larger financial returns. If you consistently apply the "acid test," you will eliminate from the community centers those activities which have the

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greatest value in "salvaging the small unit basis of life," in developing friendliness and neighborliness. Men in large numbers will pay to see professional baseball; men will not, however, in large numbers pay to play baseball. Men will pay to watch dramatic plays but they are not willing to pay to take part in educational dramatics. If we are consistent, therefore, in applying the "acid test" in recreation work, we are promoting "Spectatoritis." You who are so afraid of the tyranny of majorities in a democratic government, why are you so enthusiastic over the tyranny of the majority at the box office?

It is said that the community center under government control and support cannot compete with modern commercial recreation. You add up the receipts of the motion pictures, the dance halls, the private clubs, professional baseball games, the saloons, the houses of prostitution, and you report a total of one hundred million dollars for New York City alone expended for commercial recreation and you expect us to be intoxicated with your figures. What difference would it make if the sum were one hundred billions! Establish self-supported centers on every corner in New York! The Harvard Club and the Yale Club will still go on. When Maud Adams plays *Peter Pan*, the theatres will still be filled. When Ty Cobb knocks the ball over the fence for a home run, you who believe in community centers will be in the bleachers to see him do it. As long as the circus has elephants and giraffes and trapezes and there are children old and young, men will still go to the circus.

It is true that the community center will decrease the receipts of the saloon and the houses of prostitution but because the amount of money taken in by these institutions is lessened we have no reason to suppose that the same amount will come to the community centers unless they furnish the same goods which the people seek when they spend their money in those institutions.

Privately supported recreation cannot compete with commercial recreation any more than government recreation centers can unless you plan in your self-supporting centers to furnish straight commercial recreation. If you do, what is gained? The government can regulate the motion picture theatres, the dance hall, the circus, if you like. Why attempt to bring these things into the community center?

If you want to run a regular theatre with professional actors why not go out and run a regular theatre and pay the market price? Why should the municipality furnish you with free rent or free jani-

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tor service? If you wish to run a motion picture theatre or large dance hall why not go out and do it as any other business man does? Group the motion picture theatre, the dance hall, the theatre for the regular drama together in the same building if you desire, but why ask the public for a subsidy. The furnishing of mass commercial recreation is not such a public service as to justify any public subsidy. Why should motion picture theatres pay taxes to help support a motion picture theatre in a school building that receives a subsidy of hundreds of dollars in free rent, light and heat?

Neighborliness is developed in the small group gatherings. When people have played together in small groups there is great value in occasional large mass meetings but when the large mass gathering becomes a regular feature it is difficult for people to form the intimacies which are essential if vital social relations are to be conserved. Watching a league baseball game or a play in a theatre is not altogether passive but no individual receives the same development from watching others play baseball that is gained from playing himself. There is much greater value in being a character in a play than in watching others play their parts.

Dancing at large public dances is an active recreation, very active, yet in large mass dancing there is not the social gain that there is in small group glee club, orchestra, dramatic club, debating club, basket ball team, for there is not the same opportunity in large mass gatherings for forming group relationships.

As an individual I am interested in commercial recreation. I should like to see several corporations formed which would do for commercial recreation what Childs' restaurants have done in another field, what the Woolworth 5c and 10c stores have done in a measure. There is no reason why such corporations should have anything to do with the schoolhouse or other government buildings. Such corporations do not need to spend their time in talking self-support. Their time is better occupied in *being self-supporting*, paying regular rent, heat, light and janitor service. When we speak of "self-support" may we not come to use words in their ordinary accepted sense? Let the recreation furnished by the commercial recreation corporations be made to have as great a community value as can be secured and still bring a return of four per cent to five per cent on the investment. The example of the Provident Loan Association in its field can be followed. With the extra profits other commercial recreation centers can be established.

A community center *can* attempt to make money to support

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its regular small group community activities by securing capital and running restaurants or grocery stores. Both restaurants and groceries have value,—even recreation value—to the community, but there is no more reason why a community center should attempt to run some form of business in order to secure funds than that our public schools should engage in some form of business in order to secure funds. Let us recognize once for all that if there be any attempt on a large scale to take over any business whether it be restaurants, grocery stores, motion picture theatres, dance halls, in order that through running these commercial enterprises we may secure money for the small group community center work, we shall soon have and deservedly have a strong opposition from those now engaged in the particular form of business taken over unless the enterprise be made a straight business proposition and the present plan of public subsidy through the use of public buildings be given up.

Another argument advanced is that the tax funds are inadequate for recreation. This is true if you want to enter into competition with the commercial recreation now provided. If, however, you are content to leave commercial recreation to commercial recreation interests, to let the work in the community centers be that which has the greatest life-giving values, fair progress can be made and is being made. Cities like Chicago have by the vote of the people provided increasingly large sums for neighborhood play centers. Those who are talking so much about the inadequacy of tax funds for neighborhood centers and the necessity of placing these centers upon a self-supporting basis are, of course, through such utterances doing all that they can to make it more difficult to secure tax funds. I do not think that such talk will have great weight in most of the cities of the United States. Even though tax funds are inadequate to do all that we would wish to do, yet we must remember that self-support funds are also inadequate and there has not yet been any demonstration which would indicate that we could have any more hope of having small group community center work which is worth while under "self-support" than we can have under the government control and support.

We are told that self-supporting centers under group control can be run on a large enough scale to reduce over-head costs of administration. At the present rate of development for self-support, if we depend upon actual figures, not upon hopes capitalized, it will be a long time before any truly self-supporting centers which are

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really community centers will be run on a larger scale than the government centers of Chicago. If we really desire to furnish commercial recreation on a large enough scale to reduce over-head cost of administration let us form regular commercial corporations and grow as other commercial corporations grow.

It is said that the government should not be called upon to give so large a proportion of the tax funds to recreation as the recreation movement needs. The growth of the public school has been gradual. The growth of the government community centers has been and is gradual and ought to be gradual. The growth at the present time is limited largely by the lack of able, cooperative men of the right spirit. No private centers that keep the right spirit and develop the kind of work that is most worth while can grow any faster than such men can be found and have opportunity to gain experience.

Unfortunately business is highly technical. A large number of experienced business men fail in conducting motion picture theatres, in running dance halls, in managing grocery stores and restaurants. If you start in to run a motion picture theatre, a hotel, or any other commercial enterprise, the man at the head of your community center must be an expert business man. In any attempt to support a community center through charges before very long the men directing the center must be business men. A community work will become a commercial proposition. Social workers do not as a class have unusual gifts for business. And the advocates of "self-support" are asking unusual gifts in business plus unusual gifts for social work—two men's work to be done in one man's working time! The spirit of commerce will come in and the spirit of community center work will tend to disappear. The success of the community center will be judged not by the community spirit developed, but by the dollars placed in the till. It is just as disastrous in neighborhood center work to have in charge of the individual center a man trained in buying and selling instead of a man trained in community cooperation as it is to have at the head of a school in any neighborhood a man who has been trained behind the counter instead of being prepared to guide the growth of boys and girls into strong, able men and women.

In days when slavery prevailed in various countries the master often provided recreation for his slaves, who lived on his plantation. Under our present industrial civilization the owner of the factory lives in one part of the city, his workers in another. It is just as

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much to the interest of the factory owner today that his workers should have wholesome recreation as it was to the interest of the slave owner in the old days. The corporation's dividends depend upon the efficiency of the workers and the efficiency of the workers in part depends upon their recreation. Under the self-support plan suggested if the factory owners and the men of wealth living in one part of the city should decide to have a community center they would pay for their center by charges levied for the use of the various facilities. Their workers living in another part of the city where there are no millionaires find the burden of the charges which they must pay in order to use the recreation center a very different matter than do the wealthy men who live in the other section of the city. Is it not clear that all the city is dependent upon the efficiency and happiness of the citizens and that it is to the interest of the wealthy to pay their share of the taxes to provide schools and centers for the community life for all the city, and is it not clear also that while wages remain as low as they are at the present time each in proportion to his income ought to help to provide for the development of this community life which is so essential to the maintenance of our present form of government?

The recreation movement is to some extent a municipalization of the work started by the settlements, Young Men's Christian Associations, and Young Women's Christian Associations. What has been the experience of these other institutions? Have they found it possible to support their work through charges or through contributions received from the persons using the facilities? Not at all. Not even our universities are supported by those who use them. There is no danger of pauperizing any man in opening to him the opportunity to enjoy comradeship, to understand the meaning of the word "neighbor," to appreciate music, art and all that is beautiful in this world. All real wealth lies, as we know, in this realm. Unless increasing opportunity for the enjoyment of leisure be opened to men as a right and not as a privilege we shall soon have a large number of people who will not feel a loyalty to the United States. Within the last few months there have been meetings of working men at which there have been public statements that working men at the present time do not receive enough from the government to justify their fighting for it. Commercialize the community center movement, make it a pay-as-you-enter proposition instead of an institution for the development of neighborliness and citizenship and you set back tremendously the present movement which is

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making men and women feel that their government is an institution which cares for its people. Many of us have come to this movement because we believe in the government, because we believe that the future of our country depends upon building up habits of working through government. We are willing to stake all on government because we feel that the government is so important. We have dealt with men who sell their votes. We have been unable to persuade them not to because they think of government as negative. The policeman is to them the symbol of government. We want them to think of the government as a positive force working for the good of the people, not merely as a force for preventing evil. Under any other philosophy of government I see no possibility of averting social revolution. I should be willing if it were necessary to see community centers less efficient under government rather than slightly more efficient under private management because I believe that the building up of efficiency in the government and confidence in the government is *fundamental*. We are not, however, facing any such alternative.

It is true that men and women organized in government make mistakes, but the same men and women organized in private groups make about the same mistakes. We are imperfect men and women. Many of us are selfish, uncooperative, tyrannical. Whether you organize us in private groups or in government you will have the same fundamental difficulty of the weakness of human nature to deal with. When, however, we try to work through government we have before us an ideal of great drawing power. We must make our government successful. There is no hope for us if we do not. The importance of government is such that we can afford to sacrifice greatly for it.

It is possible, of course, for us to have government control and direction and at the same time maintain our community centers through charges. To any who may take this point of view, who are perfectly willing that the centers should be under the government but wish them to be entirely or largely self-supporting, I want to put this question. Have you ever been one of a family with an income of less than ten dollars a week? Have you eaten bread without butter and washed it down with water month after month? Have you known what it means to be undernourished? With your memories of a well-fed childhood you desire to establish community centers on a self-supporting basis. The figures as to the average wages of unskilled labor mean nothing to you if you have no mem-

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ories as to the value of a five-cent piece to a man who cannot spend it without taking bread out of the mouths of his children. When I have talked with some of you who believe in self-support of these men you have said, "Well, there should be some activities for which there should be no charge so that the men who cannot afford to pay may still have an opportunity to enjoy the community center." What you propose is that there shall be a private club, with a few charity rooms! It is true that this private club would be open to all who could pay the charges. Nevertheless, it becomes essentially a private club. Any man of character who has ever been where month in and month out he could not spend money for recreation knows that self-respecting working men with incomes at the poverty level are not going in any large numbers to any self-supporting centers where charity rooms are provided for them. I have talked with men who have worked in settlements and in church missions who say frankly that there was a time in their own lives when they themselves were struggling for a bare existence, when no amount of money could have tempted them to cross the threshold of a settlement or a church mission because the one word in the English language which was more hateful than any other was the word "charity." The school, the community center help to hold such men to faith in society. Here they may come without shame. If we believe in the brotherhood of man and the Fatherhood of God, let us not take this privilege away from such men.

We hear of strikes and rumors of strikes. Have you walked the floor with honest, efficient men who have wanted work and could not find it? Have you sat with men who were down and out and known their feeling against organized society? If you have, you know that the expenditure of tax funds for community centers is the best form of insurance against assassination and social revolution. If I were praying that social revolution would come I should do all in my power to take the community center away from government. The development of cooperation of all kinds of people under government in the community centers, the development of the idea that government is a constructive force for the promotion of human happiness will make it possible for progress to come through evolution instead of revolution.

If you are afraid of government, if you are afraid to trust government to manage community centers, if you believe that you can work out community centers which meet all their expenses and you are a cooperative individual desiring to build up and not tear

down, instead of attacking government community centers which have been built up by slow evolution in scores of cities throughout the country, you will go out and start your own centers, develop them in accordance with your own ideal. There are plenty of neighborhoods needing centers where nothing has yet been done. If you take such neighborhoods and develop your work in a spirit of co-operation instead of beginning your work with an attack upon what is already going on, all of us who care for the development of neighborliness will rejoice at any measure of success which comes to you even though we do not like your theories or government.

Some who believe in government direction of community centers and believe also that generous sums should be appropriated from the tax funds for their support will say, why not supplement the tax funds by securing a large proportion of the amount of money needed through charges paid by the persons using the facilities. It is clear that in a community center supported by taxation there should be opportunity for clubs to give plays and occasionally charge admission. It has always been the custom in settlements and more or less in the neighborhood centers throughout the country that the various clubs should be free to arrange for dues if they desired, but in general the neighborhood centers have been as free as the public schools. If any large proportion of the financial support of the community centers is to come through charges, not only will the nature of the work of the center be radically changed, the small group tending to disappear and be replaced by large mass gatherings, not only will there be a tendency for passive recreation to take the place of active recreation, but it is my judgment that in any five-year period it will be found that the total amount of money made available for recreation work in the city under any such combination plan will be less than would be available if the support were through tax funds. Lincoln once said, "This country cannot exist half slave, half free." It is equally true in the recreation field that commercial recreation brought into the community centers will tend to drive out public support. Inevitably the minds of the men and women working will be focused on the dollars and cents returns from the self-supporting features. No matter how earnest and sincere the leaders are when they start out in their attempt to manage their self-supporting activities in a quiet way, nevertheless, human nature is such that the emphasis in their own minds will tend to result in creating such a public opinion throughout their communities that the tax funds will disappear and the recreation center which

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remains will be a commercial one in the nature of a private club run for a part of the community. Far better to run a commercial recreation center which is out and out a commercial center, side by side with the government center—of course in another district—than to try to mix the two. Let us not delude ourselves. As you increase your income from charges, your income from the government will decrease and the net result in five or ten years will be a loss in that recreation which means most to the nation.

If you cannot reconcile yourself to government support and direction, better support the neighborhood centers by contributions than by charges. If your work is supported by contributions, each person in the city contributing toward the support of all the city centers according to his ability, then the poor man and the rich man can meet together at the center without shame.

We have here in America, in commercial America, erected the neighborhood center as a sacred institution where with reverence we think of our common humanity and pray that we all may be neighbors as we play together. Let not the sound of the money changers be here heard. The commercial amusement center has its place. The neighborhood play center has its place. But the place for those who wish to buy and sell is not in the institution sacred to neighborliness any more than it is in the synagogue or the church.

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J. R. Richards, Superintendent of Sports and Recreation,
South Park Commission, Chicago, Ill.

Chicago has a conception of public recreation that is as broad and as varied as are the uses of the leisure time of its thousands of individuals. Public provision for recreation, in Chicago, is limited to no age, no season and no particular group of activities. In fact, Chicago considers it to be the function of public recreation to provide opportunities for developmental recreation for all the people. This conception has been evolved by fifteen years of service for the people of its various neighborhoods.

Operating Bodies

Public provision for supervised recreation in Chicago, began with children's playgrounds, as has been the history of the movement in most American cities. The ground, however, had been

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prepared by privately supported experiments during the last decade of the last century. With the beginning of the twentieth century, Chicago undertook to develop this service upon a scale unprecedented in any other city in the world.

The parking boards were the only units of government existing at that time which seemed to be in any way organized and equipped to meet this new collective function. These districts were, and are, unique in powers and organization. The large districts were created by an act of the legislature in 1869 which conferred upon them absolutely independent powers in taxation and operation. In the year 1899 these bodies were appealed to, to perform this service.

The three large districts of Chicago are the Lincoln, West and South Parking districts and their limits are quite accurately defined by the divisions of the prairie upon which Chicago is built, made by the Chicago river and the north and south forks of this stream. A new parking board, The Special Park Commission, was created in 1899, to provide play space for children, where it was deemed necessary and could not be done by the other parking boards.

It is seen, then that the operating bodies first taking charge of public recreation in Chicago, were parking boards, and with the exception of the Special Parking Board, all were independent of the city government.

Beginnings In 1905 the South Parks opened ten year-round recreation parks equipped with facilities for service throughout the year. Approximately five million dollars were spent on the grounds, buildings and equipment for this initial endeavor.

The plans of buildings and service were worked out with little previous history from any source to draw upon. This fact made the Chicago plan a really original idea of service.

The West and Lincoln Parking Boards soon followed the lead of the South Parks and today there are twenty-two recreation centers, completely equipped for year-round service.

The buildings and equipment at one park are typical of all and consist of:

- Facilities**
- (1) A fieldhouse or central building, containing a large assembly hall, club rooms, a branch of the Chicago public library, a director's office and lobby
 - (2) Locker rooms and shower baths for men and women

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- (3) Indoor gymnasiums for men and women
- (4) Outdoor gymnasiums for men and women
- (5) Little children's playgrounds with wading pool and sand court
- (6) Outdoor swimming pool
- (7) Large play area with baseball field, tennis courts, football field
- (8) Skating areas and warming houses for winter use
- (9) In the West parks there are play-rooms with special instructors for little children too small to go to the gymnasiums.

Service

These park centers have become great community clearing houses for all community needs. In the assembly halls the neighborhoods have their dramatics, musicals, concerts, lectures, dances and social and civic gatherings. The director of each park is a promotional officer and urges all the neighborhood organizations of a non-commercial character to make the fieldhouse their headquarters.

The numerous associations and organizations of the city doing welfare work, such as the Infant Welfare Association, Chicago Tuberculosis Association, use the fieldhouses at the parks for their work in the neighborhoods. Civic clubs and improvement associations of all kinds find the parks a convenient meeting place.

Gymnasiums

The indoor gymnasiums are in charge of trained instructors who organize classes for all who care to come, and assign to each class regular hours and lead them in physical work adapted to their needs. Informal health talks are given at intervals by the instructor and a personal touch with the users is established. Games of simple organization are taught little children. Gymnastic, folk and social dances are taught to both sexes.

Competitive games between teams representing the different parks of the city are regularly scheduled each year and these contests cover the whole field of events used in standard competition. Inter-park contests in baseball, basketball, volley ball, tennis, track and field events, playground ball, wrestling, gymnastics and swimming are held each year.

There are about sixty thousand boys and girls enrolled in the classes of the park gymnasiums of the city who are taking regular class work and participating in the life of the parks.

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Playgrounds and Outdoor Gymnasiums

During the summer the physical work is out of doors for men, women and children. The formal work of the indoor gymnasiums is discontinued and games and apparatus take its place. The children's playgrounds are carefully supervised and led, and informal programs are carried out. These programs consist of constructive sandpile work, storytelling and imitative play, singing games, circle games, sense games, and to some extent, reed and raffia work.

The playground in Chicago has passed beyond the remedial stage and is considered a constructive juvenile institution. It is not only a place where children may play, but where they may be given play knowledge to be used elsewhere. The playground must teach the child plays and games adapted to its age and habitat.

Number of Playgrounds in Chicago

The term *playground* has been used in this article to describe the outdoor play spaces for children. The entire center used for recreation cannot be so described, although the term is generally so used in Chicago. There are about seventy (70) seasonal playgrounds in Chicago, furnished with apparatus and leadership. This includes the playgrounds of all the parks. In addition to this list, there are a number of school playgrounds functioning somewhat as do the park playgrounds.

Outdoor Pools

The outdoor swimming pools of Chicago are used during the summer harder than any of the other facilities at the recreation centers. They are so large that they are substitutes for the "old swimming hole" and they excel the old institution. The largest pool is at McKinley Park and it is approximately an acre in size. From two to three thousand people bathe in one of these pools on a hot day in summer. Over a million swims are recorded every season. Men and women use the pools on separate days. Usually two days each week are "girls' days" and four are reserved for boys. A thorough cleaning is given the pool on the seventh day.

The care given these public pools has prevented diseases from developing among the bathers because of using them. Aside from the sanitary regulations in the care of the pool, each bather must take a warm shower and thoroughly cleanse the body before entering the pool.

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Beaches

The use of Lake Michigan for recreational purposes has grown rapidly during the last few years. Publicly supported and operated beaches and many public commercial beaches line the shore from Evanston to Calumet Park. All the public beaches are operated by the parking boards and there are nine in all.

The new Clarendon Beach is a beautifully equipped public beach and with the Diversey Beach and the new Jackson Park Beach, Chicago has public facilities to give daily service to over two hundred thousand people.

Municipal Pier

A new municipal pier will be opened this year. It is a four million dollar structure and is located near the center of the city's shore line, at the foot of Illinois Street. It is provided with promenades, dance hall and outing areas. This is primarily a commercial pier to provide wharfing for the vessels but has been arranged to allow a portion to be devoted to recreation. It will be administered by the Harbor Bureau.

Golf

There are five public golf courses in Chicago; two at Jackson Park, one at Marquette, Lincoln and Garfield Parks, respectively. One Jackson Park course and the Marquette course are 18 hole courses. The Jackson Park 18 hole course is provided with a shelter containing shower baths and locker accommodations for 3000 golfers.

At all the public courses it has been necessary to start golfers from the first tee by tickets drawn in advance. At Jackson Park a full registration system will be put into operation during the coming summer. During the past year registration was possible on Saturdays, Sundays and holidays. The courses open as early as the sun gets up. Play is continuous, if the grounds will allow, and they are seldom closed because of weather conditions.

At the two courses in Jackson Park, over three hundred thousand golfers teed off during the year 1915. Twice as many people play over the Jackson Park long course as play over the famous St. Andrews.

Aside from these publicly supported courses, there are fifty-five private courses in Chicago and its environs.

Tennis

There are about five hundred public tennis courts in Chicago and this supply does not begin to meet the demand. Special tennis areas are

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being developed at the large parks but the best courts built are found at the small parks. Clay, asphalt and grass courts are scattered throughout the city and adequate backstops are being provided at most of the public courses. The old speedway on South Park Ave. to the west of Washington Park, has been converted into a half mile of tennis courts. This year back-stops are being erected and this will be the largest and best equipped tennis ground in the city. It contains twenty-five courts.

The use of tennis courts is based upon the "first come, first served" principle in the West and South, but the Lincoln Park System reserves tennis courts upon application.

A number of tennis clubs playing upon public courts have been organized. They have large memberships and interesting programs. The Washington Park, Jackson Park, Hamilton Park and Garfield Park Tennis Clubs have a total membership of over five hundred and are doing much to build up the best ideals of sport in Chicago.

Baseball Baseball is played by more boys in Chicago than is any other team game. Thousands of spectators watch these contests as they occur during the summer all over the city in large and small parks, corner lots and prairie diamonds. The number actually participating in the game is not so large as in tennis, but the spectators outnumber those in any other sport. The game of baseball is not well organized in Chicago, but over 1000 teams played in the various amateur and semi-professional leagues during the summer of 1915.

Plans are now being developed to organize school leagues, playground leagues, a city amateur league and to offer some co-operation in officiating and securing diamonds.

There are a hundred and eight public baseball diamonds in Chicago. They are administered in two ways; reservations and the "first come, first served" principle.

Archery Archery has developed to a considerable extent as an outdoor pastime in Chicago. The Washington Park Archery club entertained the National Association in their championship contests during the past summer. This club has over fifty members and the archery ranges are filled every pleasant afternoon. The sport is being taken up by several organizations and the influence of the use of a public park for the ranges is the cause. Two parks

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organized clubs last year and half a dozen country clubs have added it to their activities.

Roque

The roque courts at Washington and Lincoln Parks are used during all the summer season. They are provided with electric lights and are used every evening. The National Roque Association held its tournaments at Washington Park last year and some of the contestants pronounced these courts the best in the country.

Fly casting as a sport has a large number of followers in Chicago, and clubs for developing fly casting have existed for some years. A house is provided for the members of the club at Washington Park. There is a good organization on the West side which practices at Douglas Park.

Fly Casting

The public facilities offered by the parking bodies of Chicago have been mentioned; perhaps a more accurate conception of some phases of the service may be obtained by giving a closer view of the administration and activities of one park center.

Recreation Center

These park centers are public community clearing houses and are used by the various neighborhoods for any collective purpose. The assembly halls are reserved to groups sixty days or less in advance. The dramatic, musical and civic organizations of the park, and the neighborhood, reserve the assembly halls for their purposes. No charge is made for the hall and no fees are charged by the various groups using the halls.

During the past few years neighborhood councils have been developed at these parks for the purpose of more efficiently articulating the activities and welfare agencies of the community. These councils have supplemented the directed work of the parks by enlisting leaders and support for many community needs. They have developed citizenship classes for foreigners; vocational talks; civic classes for various groups and ages; art classes; domestic science classes; boys' and girls' summer camps; industrial exhibitions and celebrations and have studied the whole field of collective problems that confront every American neighborhood.

A very large work in developing a civic consciousness is being done at these park centers by the council and the agencies it enlists. The ward civic leagues have their meetings at the parks, and many civic problems are worked out in public forums and by study groups.

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Social Occasions Social dances are held in the assembly halls in all parts of Chicago, the groups giving dances secure the hall free and are asked only to conform to the rules laid down by the governing bodies. In all the public assembly halls of Chicago the following regulations prevail:

(1) Dancers are courteously requested to respect the rights of others by avoiding all extreme and unconventional forms of dancing.

(2) Couples must maintain the open position and avoid all side movements of the hips and shoulders.

(3) The music played by the musical organizations for dances must conform to the rules thereupon, adopted by the American Federation of Musicians and other similar organizations.

NOTE: Extract from Constitution, By-Laws and Standing Resolutions of the American Federation of Musicians:

"Resolved, that this Convention condemns the publication, use and circulation of all so-called popular songs of immoral and suggestive sentiment and title, which have only a degrading effect on musical art, and especially upon the morals of the younger generation."

These dances are municipal dances in the best sense. Although not open for any one who wishes to stroll in, they serve the neighborhood and do away with promiscuity which is one evil of the open public dance.

Larger Programs The recreation centers provide programs that offer opportunities and service for the three distinct problems in public recreational service. These problems deal with children, adolescent boys and girls, and adults.

Children Aside from the provisions for the physical needs of childhood, such as the gymnasiums, playgrounds, pools, at each park center there is a carefully administered program designed to meet the needs of the child's whole nature. The Library Board has established children's departments at all the branch libraries so that books, magazines, and pictures adapted to needs of the children of the neighborhood are provided. A story hour each week is conducted by a trained storyteller sent out by the public library directors. Celebrations of special days and holidays are arranged for the children and festivals and pageants for the seasons are produced at

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each park. Christmas celebrations are annual events at the park. At some parks there are savings banks, for the purpose of encouraging thrift. The Camp Fire Girls and Boy Scouts have organizations all over the city and appeal to the children, twelve years or over.

During the summer, excursions are conducted by the instructors for the children of the playgrounds to nearby woods, beaches and pools, and at other times, lunches are brought to the park and a picnic is enjoyed at home. Many of Chicago's playgrounds are in parks large enough to allow this wholesome pastime to be enjoyed under ideal conditions.

Contests of various kinds are made a part of the appeal to childhood and kite flying, boating with toy boats, home-made flying machines, sand pile construction, are some of the activities promoted in these exhibitions and contests.

A badge or button is given all boys and girls in the Chicago playgrounds who pass one of the graded tests prescribed. These tests are progressive and a bronze button is given for the first, a silver for the second, and a gold for the third. These tests are a means for developing practice and good form in healthful exercise. During the summer of 1915 over three thousand children passed one or more of these tests in the South Park playgrounds alone.

The singing games, ring games, and sense games taught at the playgrounds contain material designed to fit the needs of the children when they are away from the playgrounds and thus compensate for the lack of a social inheritance in our Chicago neighborhoods.

All the above work is followed more or less systematically at the Chicago playgrounds, particularly at the playgrounds operated by the West, Lincoln and South Parks. The Special Park playgrounds are working towards this plan of teaching play at children's playgrounds.

Women instructors are used for the children. Both sexes are together up to the age of ten or twelve years. After these ages they are segregated.

Boys and Girls Adolescence calls for a different program than does childhood. The recreation centers try to meet this by adding activities to those provided by the playfields, outdoor and indoor gymnasiums.

Clubs are organized for the purpose of giving expression to dramatic, musical and social needs. Organizations aiming to offer

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developmental opportunities in the industrial world are promoted. Vocational clubs, debating societies, study groups, exist in all parts of the city. Boys and girls using the parks are organized into many social groups and dances and social evenings are enjoyed under the most wholesome conditions.

Cooperation with many local agencies for helping boys and girls is practiced at all the recreation centers. The College Alumni Association for Volunteers, Big Brother Movement, Y. M. C. A. and Thrifty Clubs, are offered every cooperation in their work to make better men and women.

Adults The adult program has developed very fast during the last few years in the organization and participation of all the neighborhood. Civic activities, the last direction of growth, have developed by leaps and bounds in the past months. The activities that may be classed as adult are coming to include pretty much everything that touches the collective life of the people living in the neighborhood. Lectures, civic meetings, study groups, English classes for foreigners, domestic science classes, art exhibits, welfare exhibits, are the events of such a program. The active participation of the neighborhood is secured by the council organization.

Specific Program

Hamilton Park, 72nd and Normal Boulevard

Regular Afternoon Activities

Monday	Gymnasium: Girls 9-10 years, 3:30	13 years and older, 4:30
	Boys 9-10 years 3:30	High school boys, 4:30
	Club Room: Table games, girls and boys, 4:00-5:00	
Tuesday	Gymnasium: Girls, 7-8 years, 3:30	11-12 years, 4:30
	Boys 7-9 years 3:30	12-13 years 4:30
	Assembly Hall: Children's chorus: boys and girls: 3:30-4:30	
	Club Room: Boys' and girls' kindergarten 4:00-5:00	
	Minerva women's club (1st and 3rd Tuesdays) 2:00	
	Gymnasium: Women's class 2:00-3:00	
Wednesday	Gymnasium: Children under 7 years, 3:30	
	Girls' team: game practice and rehearsals 4:30-6:00	
	Boys 10-12 years 3:30;	Matched games 4:30-5:00
	Club Room: Table games, boys and girls, 4:00	
	Assembly Hall: Dramatics: junior section "A" and "B" 4:00	

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	Gymnasium: Girls 9-10 years 3:30	13 years and over, 4:30
Thursday	" Boys 9-10 years 3:30	High school boys 4:30
	Assembly Hall: Story Hour. Children under 10 years 4:00	
	" " " " " " " "	4-30
	Gymnasium: Girls 7-8 years 3:30	11-12 years 4:30
Friday	" Boys 7-9 " 3:30	10-12 years 4:30
	Assembly Hall: Children's chorus: boys and girls 4:30-5:30	
Saturday	Gymnasium: Girl's play and games, 1:30-3:00	
	Girls' Class, 3:00-4:00	
	" Boys' 85 lb. team practice 1:30-2:30	
	" Boys' team organization 2:30-3:30	Park gym. team 4:15-5:30
	Assembly Hall: Grammar school social dancing class 2:00-3:00	
	Club Room: Doll club: Children 2:00-3:00	
	" " Table games boys and girls 3:00-5:00	
	Gymnasium: Interpretative dancing, 2:00-3:00	
	Gymnasium: Girls, directed plays and games 1:30-6:00	
Sunday	" Boys under 15 years 1:30-3:00	Over 15 years 3:30-4:30
	" Boys' matched games 4:00-6:00	
	Assembly Hall: Pleasant hour, October and December: Mar. and (April 3:30	
	" " Civic music concerts: January and February 3:30	

Regular Evening Activities

	Assembly Hall: Colonial class, folk dances (alternate Mondays) 8:30	
Monday	" " Dancing class sec. "A" (alternate Mondays) 8:30-10:30	
	" " Civic music chorus 8:15-10:00	
	" " Boy Scouts' drill 7:30-8:30	
	Gymnasium: Women beginners 7:30	Advanced 8:30
	" Boys: Employed 7:30	Business men 8:30
	" " wrestling 8:00-10:00	
	Assembly Hall: Hamilton Park Neighborhood Council (2nd Tues.) 8:00	
	" " Gresham Treble Clef Club (1st and 3rd Tues.) 8:00	
	Gymnasium: Women's advanced class 7:30-8:30 and 8:30-9:30	
Tuesday	" Young men's class 7:30-9:30	
	Club Room: Ladies' modern social dancing class 8:00-9:00	
	Club Room: Adults' social dancing class: 7:30-9:30	
Wednesday	Gymnasium: Advanced girls 7:30-9:30	
	" Men's matched games 7:30-10:00	
	Club Room: Ladies' modern dancing class 7:30-8:30	
Thursday	Assembly Hall: Community dancing class (alternate Thursdays) 8:30	
	Gymnasium: Women beginning 7:30-8:30	Advanced 8:30-9:30
	Club Room: High school modern social dancing class (alt. Thur.) 8:30	

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Club Room: Boy Scout meeting 7:30-9:30
Friday Assembly Hall: Parent-Teacher Assn. (2nd Friday) 8:00-10:00
Gymnasium: Advanced women's class. Sect. "A" 7:30 Sect. "B"
(8:30-9:30)

" Young men's class 7:30-9:30
Club Room Young people's dramatic club 8:00-10:00

Club Room: Young people's modern social dancing class 7:30-8:30
Saturday Gymnasium: Matched games for men 7:30-10:00
" Women's advanced class 7:30-9:30

This program does not include the regular meetings of private clubs, classes dances, parties, receptions, concerts, and recitals, that are held daily in the field-house. The following facilities should also be added: The library, a branch of the Chicago Public Library, open on week days from 1:00-9:00 p. m. and on Sundays from 1:00-6:00. The shower baths are open daily from 12:00 to 9:30 p. m.

Civil Service All the employees of the parks of Chicago are appointed upon civil service examinations provided according to a state law passed in 1911. Since the law went into effect in the parks of Chicago, not a single case of spoils politics or job jockeying has been charged against them. The best applicants are secured by the civil service method and the tenure of office is not conditioned upon anything but efficiency and attention to duties.

Public Schools The Board of Education has established a number of school social centers and is preparing a more extensive program for the wider use of the school plant. All the activities that have grown up in recent years in the public schools are to be concentrated into one department and supervised by a trained and experienced head. The children's gardens, night schools, social centers and play yards, will be supervised and developed consistently and extensively.

The Carter Harrison Technical school has developed a social center that in its service to its community typifies the work that is desired throughout the city. Here, is a community council composed of the best citizens of the neighborhood. The officers of the council and the committees appointed by the president diligently serve all the neighborhood interests. Civic programs are prompted, entertainments and concerts are secured, activities of a developmental character are provided with leaders, and the social life of the neighborhood is furnished with a place for its expression.

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Art Institute

The Art Institute, located in Grant Park, is a municipal museum as well as school, and is contributing to the recreation and pleasure of all the city. Built by private subscription, it is supported in part by the taxpayers of the South Park district, to the extent of over a hundred thousand dollars a year. Aside from the exhibits open to the public at the Institute, pictures are lent to agencies in the city and are exhibited in the various neighborhoods. A special department has recently been organized for the purpose of administering and developing this art extension work.

The Art Institute has done more than minister to the visual art needs of the city; concerts are held at Fullerton Hall, in the Art Institute, at a nominal fee; a girls' club is provided with headquarters at the Institute and its membership is city wide in residence and interests.

Free Recreation

All recreational facilities in Chicago with the exception of the boats at the park lagoons are used by the public absolutely free of charge. This fact is significant in view of the controversy in certain cities over the question of fees for the uses of public facilities. Chicago has taken the position that recreation is educational and should be supported in the way educational institutions are supported. The pauperization of the people has not resulted from free schools and free text-books and it will not result from free baths. There is no danger of pauperizing by giving anyone an opportunity to participate in developmental recreation. Pauperization comes from giving goods and materials for no adequate service. Public support of recreation has come to stay in Chicago and all fees will be carefully discussed before they are imposed by the governing bodies.

In Conclusion

Public Recreation in Chicago is being served by Parking Boards, the Board of Education, the Library Board, the Art Institute and the City. The money expended is larger than in any other city in America and it is significant that no criticism of the expenditure of money for recreation has ever been made upon the principle of public support of such a function. It has been estimated that Chicago spends two dollars per capita each year for the maintenance of public recreation facilities. The funds invested in these recreational facilities run into the millions, and, of course, have increased in value to a very great amount since they were initiated.

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Chicago feels that its investment in playgrounds, beaches, parks, libraries, play leaders, is a constructive attack upon the multitude of social ills that afflict a congested population. Juvenile delinquency and crime, truancy, public commercial dance hall evils, bad gangs, industrial inefficiency, white slavery, are all ramifications of the mis-use of the leisure time.

The direct benefits come in a chance for a normal expression of fundamental instincts. Neighborhoods become more livable, the necessary conventions of society spread and become established, the cleanliness of people and places improves and the joy of play is given to thousands of children who otherwise would not have it; neighborliness is developed, music grows as a means of community expression, better music is appreciated and developed, and a civic consciousness is awakened by Chicago's system of public recreation.

BOOK REVIEWS

RECREATIONAL SURVEY OF MADISON, WISCONSIN

Prepared by a special committee of the Madison Board of Commerce, Clark W. Hetherington, Chairman. Price, fifty cents

Another city, setting forth to see itself as others see it, Madison, Wisconsin, has conducted a recreation survey, learning, as have other cities before it, that facilities alone do not constitute adequate recreation for its population. This discovery is intensified in the case of Madison by its rare beauty of location—upon four lakes—and its park area of 269 acres, exclusive of many miles of beautified drives. The survey reports that by the creation of a Mendota lakeshore park and of a park in the eighth ward, a park could be brought within a half-mile radius of every resident. The survey urges, too, the parking of the Monona shoreline, the railroad tracks along which are now used as a promenade by hundreds of people, even in winter.

From a questionnaire circulated among school children, interesting figures regarding a problem felt throughout the country were gathered. Concerning this, the survey says:

“From the results of this questionnaire, this problem can be stated specifically. Is there a proper adjustment between bodily activity and mental activity when twenty-three per cent of both the girls' and boys' attention to outside activities of a week is devoted to the confining activities of reading, home studying, and attendance at movies and theatres, and when 22.7 per cent of the boys' and only 12.7 per cent of the girls' attention is devoted to active sports both indoors and outdoors? It must be remembered that this attention to reading, studying and amusements is in addition to the regular school work. Do

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the children devote enough attention to physical activity to offset the inaction and stagnation of the schoolroom and these other inactive pursuits, and not only enough to offset them and prevent illness, but sufficient to build up robust constitutions, which should be the personal capital of every child with which to commence the business of life?

"A more specific aspect of the same question comes out. Are the girls receiving their due quota of physical capital, when about one-half as many girls as boys speak of active pursuits? Again is it not a discouraging indication that only one-third as many children speak of outdoor activities in the fourth year high school as in the fourth grade.....

Girls' Outdoor Activities

"The decrease in the number of high school pupils engaging in active games and sports points out a very serious weakness in the whole social scheme.

High school pupils are adolescents who are leaving the child world to step into the adult world. Their natures are a mixture of the outgrown child interests and the dawning interests of maturity. The pleasures and games of childhood pall on them; the activities of maturity have not been learned. Their interests are much more complex than those of the child, a more critical attitude has developed. In most cities adequate facilities have not been provided and skillful planning has not been done to engage and hold the interests of the adolescent. The adolescent, with his great potentialities of good and evil, when his life's habits are being formed, should receive careful attention as to the disposal of his leisure time.

The Needs of the Adolescent

"A very serious consideration that must occur to the observing is the conserving of the children's eyesight. One of the great tragedies of old age is the failure of the eyesight. Just at that period of life when

Eyesight and Recreation

the mind has reached its maximum development, when eyesight is the greatest asset to a man's activities, the eyesight fails a very large proportion of people. The terrific strain that modern civilization puts on the eyesight makes its possession unimpaired absolutely essential. No one can doubt the folly of allowing children to obtain too much of their recreation in reading books, and medical opinion is unanimous in declaring that frequent attendance at the movies is a severe strain on the eyes. One may safely conclude that too much time and energy is spent on activities which are a continual strain on the eyesight."

Regarding the relation of community conditions and conduct, Dr. William Healy says:

"One of our most impressive findings in studying the causation of delinquent careers has been in regard to the remarkable poverty of mental interests to be demonstrated among those who are showing tendencies toward a criminal career. The occupations and the thoughts and even the information which should be part and parcel of every young person's life have very slight representation in most of these individuals. In other words, such children very largely are empty-handed. If I were going to emphasize one point, then, more than another which a community ought to take up in order to prevent the growth of unfortunate social tendencies, I should pick out the prevention of mental vacuity. The empty mind is the devil's workshop first, last, and all the time."

BOOK REVIEWS

OLD ENGLISH AND AMERICAN GAMES FOR SCHOOL AND PLAYGROUND

By Florence Warren Brown and Neva L. Boyd. Published by Saul Brothers, 626 Federal Street, Chicago, Ill. Price, seventy-five cents

If you have never seen the old games you used to play in print, this collection will be almost startling in its effect, for all the good old games are here, and many not so old to American children with music, sounding a little different, for you probably used to sing them somewhat off key. Mrs. Brown has given the traditional English form and Miss Boyd has indicated other versions and added other games as they are played in England and America.

THE THEORY AND PRACTICE OF EDUCATIONAL GYMNASTICS

By William A. Stecher. Published by John Joseph McVey, Philadelphia, Pa. Price, \$1.50 net

In this book the author does just what his title promises to do, gives in brief the underlying principles of physical training, followed by typical lessons, presenting the essential physical training materials for each age group. The directions are clear and the book is abundantly illustrated.

SURE POP AND THE SAFETY SCOUTS

By Roy Rutherford Bailey. Published under the auspices of the National Safety Council by the World Book Company, Yonkers-on-Hudson, New York, 1915. Price, forty-two cents

Causes of accidents and ways of preventing them put into lively story form, with "Colonel Sure Pop" always on hand to point the moral make up a book which might prove interesting reading for boys and girls, and at the same time, help in the "Safety First" campaign.

OCCUPATION THERAPY. A MANUAL FOR NURSES

By William Rush Dunton. Published by W. B. Saunders Company, Philadelphia and London, 1915. Price, \$1.50 net

While this book is written especially with the needs and interests of the mentally deranged in view, the occupations described are of course adapted for the play hours of normal children and adults, and the hints given for string games, basketry, stamp collecting and many, many other activities are useful to play leaders for any group. More and more physicians and nurses are recognizing the tremendous therapeutic value of play and this book makes available in a very usable form the best ideas that have been worked out for the use of play in therapy.

HANDBOOK OF ANTHROPOMETRIC STATISTICS AND CORRECTIVE EXERCISES FOR DEPARTMENT OF PHYSICAL TRAINING

Arranged by E. D. Gardner, A. B., Director. Published yearly by Fiske University, Nashville, Tenn.

This pamphlet contains "a graphic representation of anthropometric statistics, corrective exercises for all parts of the body, rules and regulations of the department, and suggestions for hygienic living."

THE PIG BROTHER PLAY BOOK

By Laura E. Richards. Published by Little, Brown & Co., Boston, 1915. Price, fifty cents

The author's "favorite fables" are put into form suitable for acting for children from six to eleven, useful probably only for home, playroom or schoolroom playing, not for production. It is a question whether the average pro-

BOOK REVIEWS

gressive play leader or the children would need these fables dramatized, for the story told, they could make their own dramatizations. Then, too, being fables, the plays are perhaps rather more pointedly moral than is needful for steady diet. *The Useful Coal, Oh, Dear! Hokey-Pokey* are the more dramatic and would undoubtedly prove the most popular in use.

A MANUAL OF STORIES

By William Byron Forbush. Published by George W. Jacobs and Co., Philadelphia, Pa. Price, \$1.50, net

A rather remarkable piece of work has been done in this book in gathering together from many sources the most valuable and usable ideas upon stories and storytelling. While the reader may feel that parts are superficial and sketchy, lacking the finishing touch, there is a tremendous body of information in the book which makes it the sort one immediately desires to possess and have in a handy place for reference. Particularly valuable are the lists of stories children like best to hear, provided by a number of America's best-known storytellers.

The Bottle Doll system of storytelling invented by Mary Lowe, is described at length. Mr. Forbush and his associates have apparently tried out the idea quite extensively, with growing enthusiasm. However much one may doubt the efficacy of moral "systems" to produce morality, here is certainly an idea which is worth while experimenting with even though in modified form.

Among the lists in the valuable appendices are those of stories emphasizing phases of character such as ambition, appreciation, charity, chivalry, cleanliness; books of stories; stories to accompany picture study; stories correlated with school subjects.

THE STEADFAST PRINCESS

By Cornelia L. Meigs. Published by the Macmillan Company, New York, 1916. Price, fifty cents

No more creditable piece of work has been done by the Drama League of America than eliciting and getting published so exquisite a play for children and young people as this of Miss Meigs, the winner in the contest for the one hundred dollar prize offered for the best play by Kate Oglebay, chairman of the Junior Work Committee of the Drama League. It is to be hoped that many play centers will use the play, not only to the delight and benefit of their own players and audience, but also in co-operation with the Drama League and The Macmillan Company so prompt to make available this desirable material.

HANDBOOK OF ATHLETIC GAMES

By Jessie H. Bancroft and W. D. Pulvermacher. Published by the Macmillan Company, New York, 1916. Price, \$1.50

The announcement in the preface perhaps describes this book as briefly and accurately as could be desired: "This book is written for two classes of people; for those, first, who do not know the games represented, and who, as teachers, players, officials or spectators, want a clear working description; and second, for those who do know the games, but who need a ready reference, clearly classified, to rules and information for all parts of the play."

Such information is provided regarding baseball, basketball, field and ice hockey, football, golf, handball, lacrosse, tennis, polo, volley ball and regarding track and field athletics and rowing races. So clear are the descriptions that even the novice may comprehend and yet the system of classification and the glossaries make quick reference possible. Bibliographies are provided for those who wish more detailed information. This handbook has long been needed.

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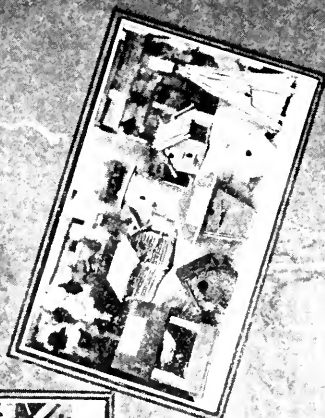
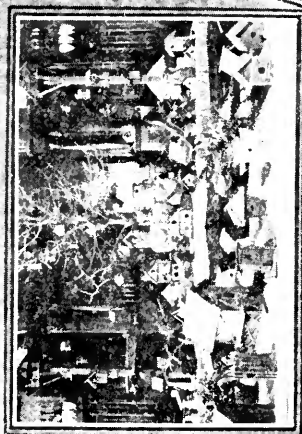
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THE WORLD AT PLAY

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Grand Rapids, Mich.—Subjects suggested for popular addresses at the big evening meetings

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Better Farming, Better Marketing, Better People through Better Use of Rural Leisure

The Making of Men in America

Resolutions of New York City Neighborhood Workers.

“Resolved, That the Association of Neighborhood Workers, although not opposed to the idea of self-support as the desirable goal of all community

centers, believes that in their present stage of development few communities can offer sufficient resources and supervision of such a quality as to keep up the standard desirable for community center work. It is therefore highly inadvisable that they undertake for the present the responsibility of supervision, and such items as janitorial service, use, heating and lighting of building, these functions belonging, in the opinion of the Association, properly to the Board of Education.” (Tuesday, April 4th)

“Recent investigations of the Recreation Commission of New York show that there are 680,000 children under fifteen years of age in New York City who have to seek recreation outside of their homes. Public and private recreational agencies accommodate about one-third of these children in the summer and one-tenth in the winter. It is therefore plain that there is need of very much more recreation work, both public and private, and the Committee on Recreation recommends that the settlements make use of all available space and all possible facilities for increasing their recreation work.” (Tuesday, May 2nd)

“We believe that the work-

THE WORLD AT PLAY

study-play schools provide a very desirable enrichment of the elementary school curriculum. They offer a training for vocational and home life, for social co-operation and the development of richer individual interests much superior to the present elementary school program. Hence we approve the extension of the work-study-play program through the schools of the city as rapidly as proper equipment and an able teaching force can be secured."

"In the spirit and methods of instruction and supervision we would emphasize the necessity for humanizing the schools. The starting point for all education should be human need, and the end human satisfaction. A sympathetic attitude is the first requisite for the successful teacher. In the selection and supervision of teachers there is an imperative need for a recognition of this fact" (Tuesday, May 2nd)

The Importance of the Team.—Writing of the war in the *Atlantic Monthly*, a British captain says:

"All the old regiments are alive today, and some—the most splendid—have grown to brigades and overrun into divisions. It is no uncommon thing to find a twentieth battalion of a famous name, and the youngest recruit carries forward the old pride and wears his badges as a

personal distinction.....It is the regiment and not the man who counts, the regiment with two hundred years behind it."

San Diego.—San Diego has arranged a summer camp which shall be conducted by the Playground Department. Seven dollars and fifty cents pays for two weeks at the camp and also for transportation.

Bureau of Commercial Economics.—A bureau of the Department of Public Instruction, Washington, D. C., makes available for playgrounds, neighborhood centers, and other centers for the general public, where the admission is free, slides and films giving "geographical, commercial, industrial and vocational information, showing how things in common use are made or produced and under what conditions." For large audiences the Bureau will provide, without expense, special lecturers on current subjects; travel, industry and banking. A catalogue giving lists of offerings and conditions under which they may be obtained may be secured from the Bureau. No fee whatsoever is charged or accepted for the use of the films of the Bureau.

A Startling Letter.—"I am not particularly interested in your Playground Association at present. I attended a playground meet and a more saucy

THE WORLD AT PLAY

and rude lot of boys I never saw. On my return they piled on to the street cars and filled every seat in the scramble. I am an old veteran of the Civil War and seventy-three years old. I had to hang on to a strap all the way down town and supported an old lady, a stranger to me, all the way. Not a boy had the manners to offer either of us a seat. None of the boys was over sixteen years old."

The man who sent us the above letter has been helping actively for four years in trying to secure more and better playgrounds, but because of this one experience has become discouraged. What can our play leaders throughout the country do to make it impossible for our playground boys and girls to show such disrespect for older men and women?

A few days ago I entered a street car where about thirty boys had the seats and were going out for a day's play together. No sooner did any women or older men enter the car than several of the boys jumped up. No woman was allowed to stand even for a few minutes. (Editor)

Play and Art.—Detroit found it necessary to transfer the Art Museum, which had been owned by a private corporation, to a public board in

order to secure public appropriation, in accordance with a decision of the Supreme Court. After some discussion and much argument, the museum was placed under the Recreation Commission and the appropriation of \$40,000 for its maintenance annually made a part of the recreation budget.

Historical Pageant in Sacramento.—Ten thousand school children of Sacramento participated in the largest children's celebration ever held in northern California marking the completion of the building of the concrete causeway across the Yolo Basin, uniting the east and west sides of the Sacramento Valley.

The parade included a stage coach of the pony express days, driven by one of the veteran drivers, still active in spite of his years. Various activities, from the hiking and tennis clubs to the manual training and domestic science classes, were represented, including an egg-beater band of girls making music with egg-beaters in yellow crockery mixing bowls.

The celebration included outdoor drama at South Side Park, a chorus of several thousand school children's voices and folk dancing at the South Side recreation center.

From Rochester's Report.—Last summer Rochester em-

THE WORLD AT PLAY

ployed eight specialists to lead the children's play in sewing, basketry, folk dancing, nature study and boy scout work. Through bulletin boards the children were informed of these various activities.

About fifty boys and a few girls entered the playground kite-flying contest. A stiff breeze kept the small boys at one end of the lines hard pressed to keep from following the kites into the air and in several cases they were obliged to appeal for assistance.

At the first big gathering of the playground scouts there were 240 lively youngsters present. The lads were led by a bugle and drum corps made up of the musicians of the different groups to Durand-Eastman Park where they cooked their lunches over the fires and played games.

At the annual city championship swimming meet, the most important event was the 100 yards swimming race. The diving on this occasion was very interesting, especially that of the young women.

In September a pet show was held at the Front Street playground at which every conceivable kind of pet was displayed from trained fleas to Shetland ponies.

Can Swimming Pools Be Kept Sanitary?—A physician

who has been a swimmer since he was six years old has recently written the Association about his experience with one of the cleanest pools he has known.

He was in the habit of going regularly once a week to this swimming pool but shortly found himself a victim of a persistent cold in the head. He asked others about their experiences. He found that some had had trouble similar to his own but that very many had not. He then asked several nose and throat physicians their opinions. They agreed that at the beginning of winter tank swimming and all through the season they saw a fine crop of bad middle-ear and nasal conditions. The boys whom they treated all came from public swimming pools.

The writer suggests that he may be lop-sided on the matter and admits that there is a great deal to be said in favor of swimming pools when the best sanitation plans are followed.

Because so many cities have been considering placing swimming pools in their recreation buildings, Dr. Joseph E. Raycroft of the Department of Hygiene and Physical Education of Princeton after reading the letter supplemented what he had previously written for **THE PLAYGROUND** on this subject by adding the following statement:

THE WORLD AT PLAY

"The possibility of the danger which he suggests has been in the mind of every thoughtful man who has had anything to do with the administration of swimming pools.

"There is no question in my mind that a dirty, unsanitary pool may be, and undoubtedly is in many cases, a source of infection. This danger, in my opinion, can be greatly minimized, if not entirely avoided, by a proper administration of the towel laundry and supply; regulations regarding baths before entering the pool; and a policy of keeping the water free of sediment and its bacterial content low by such means as may be necessary in a given situation.

"I find that my ideas on the matter are gradually becoming crystallized into two pretty clearly defined conclusions:

(1) "That venereal infection, when it is contracted by one who uses the swimming pool, is transmitted by dirty towels or fixtures and not by the water; and

(2) "That the ear, nose, and throat infections, which are not uncommon, occur in the great majority of cases among those who are relatively unskilled in the water and unaccustomed to the practice of swimming. These colds are due, I think, not so much to the actual infection from the water as to

the mechanical irritation of water upon a mucous membrane that has not become inured to such treatment. The result of this mechanical irritation is to lessen the resisting power of these tissues to the infection of bacteria that are already present in the normal nose and throat.

"I must say that I have not available definite figures which will support the foregoing statement; but my conclusion, which is based on a fairly close observation extending over a number of years, and which is concurred in by Mr. Frank Sullivan, our director of swimming, is based in part upon the fact that when a large number of men use the swimming pool, the water in which has a very low bacterial count, the number of ear, nose and throat infections among the expert swimmers is extremely small as contrasted with a considerably larger proportion of similar infections among those who are relatively inexperienced in the water and have not learned to breathe properly. This conclusion seems to be rather strikingly confirmed by the observation that boys who are learning to swim and spend not more than fifteen minutes in the swimming pool at a given time, suffer from colds to a much greater extent than the members of the water

THE MAKING OF A RECREATION CENTER

polo team, for instance, who are subjected to an amazing amount of tackling and ducking in their games, but who know how to take care of themselves in the water and whose mucous membranes have be-

come highly resistant to the irritating effects of water in the upper air passages.

"I shall be interested to know whether the above conclusions are confirmed or combated by other observers."

THE MAKING OF A RECREATION CENTER

Florence D. Alden, Supervisor of Girls' Section of the Public Athletic League, Baltimore, Maryland

A group of girls, perhaps, expresses a desire for some fun—a place to play; or some keen-sighted man is distressed about conditions in a certain neighborhood and wants something to counteract the bad influences. So you go to the neighborhood, and with the girls or the man, you make a tour of inspection.

Is there a school there that has a gymnasium or an assembly hall or an unobstructed basement, or is there an erstwhile church whose gods have moved to more fashionable quarters, or is there a hall or storeroom over a market? Whatever there is you set yourself to get it, and having gotten it, you advertise the opening of a Recreation Center—a notice in the newspaper, an announcement in church, a request that the school children tell their "sisters and their cousins and their aunts," a cartoon on the screen of the moving pictures—use any way to get it before the girls.

Then you go there with your brightest assistant, one with both sympathy and "punch" if possible, a pianist (for you must have music) and *wait*. It is a thrilling moment of suspense for who can foretell whether there will be six or sixty? But you will have six at least, and lo! your Recreation Center is planted.

But now comes the work, assisted by skill and tact and sympathy and charm and very nearly every other desirable trait human nature can put forth. For whether tomorrow night your six will be sixty or three, depends on you and your assistant and your pianist tonight. Do you hear at the end of the evening, "I can bring three girls tomorrow night," "I know a whole bunch of girls that would be crazy about this," or do you hear, "I don't believe I can

THE MAKING OF A RECREATION CENTER

come tomorrow, I have a date," or "Jones's dance hall has a competition dance tomorrow and I am going to enter?"

The average young instructor or leader tends to be too technical and academic. Give the girls some cute, bright folk dances, full of play and action, rollicking games that can be quickly grasped, follow-the-leader-marching, perhaps, or a dumbbell drill in which they can make a noise—an evening full of frolic and laughter which in their own words "tastes like more." No amount of formal advertising weighs as does the word of "a girl I know." Later, when you have caught the interest, more constructive work can be built up—dances demanding more and more skill and grace, drills increasing in coordination, games and apparatus that will strengthen the organic functioning and, therefore, the girls' efficiency and happiness.

The social side of the life of the center is one of the most essential. Hallowe'en is approaching. Probably if the girls have never been in a recreation center, and dancing, drills, games, singing, have been the life so far, they will not think of a party. If you want to have it seem to come from them, get some girl whom you have grown to depend upon to suggest it when you are all sitting around the floor chatting, telling stories or singing. It will meet with instant applause.

Still wishing to have the girls take the initiative and responsibility, you suggest that they might elect a committee of arrangements of which you are a member by "virtue of your office." Perhaps the girls are original or perhaps they seem incapable of thinking up anything to do. If the latter, a little clever suggesting will start things, they will take up the ideas and the next time have some of their own.

Of course, money is necessary for a party. It is well, especially if the center has been advertised as free, to have all announcements as to taxes come through the committee—taxation *with* representation is accepted very cheerfully. At first the girls will suggest anywhere from fifteen to fifty cents. But after they have arranged quite elaborate parties at ten cents per capita, consisting of ice cream (always ice cream, preferably striped), wafers, candy, a little favor or perhaps a prize for the best stunt, you will feel that the death of the bugaboo of the high cost of living is at hand!

A reception committee is a good idea as it teaches the girls to be graceful hostesses. If there are several centers, having one entertain another helps to give a feeling that they are a part of a larger

THE MAKING OF A RECREATION CENTER

movement than their own little group. If they do not know each other, drawing for a partner for whose good time the girl is sponsor does away with awkwardness, and gives each girl in the entertaining center a sense of responsibility for the success of the evening.

Christmas time is full of possibilities for parties. One of our centers had a "white elephant party." Each girl was requested to bring a gift for which she had not been able to find a use—did not want, to be frank. Towards the last of the evening they all sat on the floor in a circle. We had made known our desire for a Christmas Tree for the center of our circle, but an artificial one a foot and a half high was the only one forthcoming. It looked a little lonesome in the middle of the gymnasium floor, but doubtless like the rag doll it developed our imaginations.

At the witching moment and to a burst of music, a conventionally portly and jolly Santa Claus (one of the girls) bustled in. From his pack he began at one point in the circle to give out the gifts which the girls passed from hand to hand around the circle. When the music stopped, each girl kept what she had, opened it and if she liked it, stepped out of the circle; if not, she did it up, the circle closed in, music and passing began and the performance was continued until everyone was satisfied. Some were, alas! so hard to suit that it bid fair to be an all night affair. Whether or not it was a method that should be adopted generally in Christmas giving was widely discussed.

Plays are always a popular form of entertainment for the actors as well as the audience. Generally the small amount of time the girls can give to rehearsing is a hindrance. They are apt to feel that they can give Ibsen or Shakespeare in three rehearsals! In our first attempt the girls finally consented to "The Wetherells' Wedding" which, as it is carried on entirely over the telephone, thus doing away with all graceful exits, entrances, stage business, was about up to their histrionic talents and the three rehearsals. We returned to the methods of the early Shakespearean drama and had no scenery except screens from the dressing rooms made into semblances of booths, and signs informing the credulous audience that this was the "Grand Central Station, New York City," or this the "Office of John Reynolds, Chicago." One of the girls who worked in the telephone office obtained desk telephones which made our one touch of realism. As the improvised curtain was drawn back, we watched with breathless interest the effect on our audience. There was a long moment's pause, and then one girl

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cried joyfully, "Why, they are telephone booths." Our efforts were rewarded!

"Men Parties" are always greeted with enthusiasm. Girls who come to our cities to work as strangers suffer the disadvantage of having no natural way of meeting men, except the very easy one of "picking them up." Or when they have met them they have no place to entertain them at home and nowhere to go but the street, the dance hall or the movies. Parties including men, if they can be regulated as to the type of man and made sufficiently interesting to compete with the street, the dance hall or the movies, help to solve this difficulty.

The girls take great pleasure in showing their friends and relatives what they have learned and how much they have improved in strength and grace by having demonstrations of the work. Friends are very much interested, and it not only gives the girls an opportunity to entertain, but serves as a means of getting the center before the neighborhood. It is better not to try to have these formal, but to exhibit the usual work and the happy, healthy, everyday life of the center. Here the girls have a chance to show their good spirit. They cheer the officers of the organization with no greater enthusiasm than they do the policeman, faithful and fat, who keeps the boys from looking in the window by looking in himself.

Sometimes the neighborhood becomes so interested that every night seems like a demonstration night. Mother and friends come with their babies so that occasionally "time out" has to be called while the girls assist a mother to soothe her baby awakened by a particularly wild flight of the basket ball. This enthusiasm is always gratifying as it serves to interest the girls and the older generation in the same things and makes the center a real factor in the neighborhood.

Often the older generation joins the class. In one, a mother, after finding that there was no age limit *up*, joined together with her married daughter and her unmarried daughter. The mother was quite the gayest of the three.

At the center on certain nights should be a woman doctor who has the ability to make herself a real friend of the girls—to whom they feel they can come with questions and doubts. The examination of each girl not only shows what kind of work she needs for her development, but often discovers defects that can be remedied before they have become permanent.

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A good way to keep up interest and to watch definite progress made is to have some sort of test whereby the girls compete not against each other, but against a standard. We have three pins that may be won three successive years—bronze, silver and gold.

Have you ever thought that to be an ideal "good sport" one must have almost all the characteristics that make for good citizenship? A good sport must learn to play amicably with girls of different types. She must subordinate her own interest and love of gallery play to the interest of the team as a whole. She must take criticism from coach, captain and even from her fellow players. She sees that the subordinate parts are no longer subordinate if played for all they are worth. She learns to be a magnanimous winner and, alas! far harder, a graceful loser. She develops loyalty. Stagnation is impossible if we are fired by a big loyalty for something—we move and move fast.

I have been told by many directors of boys, that girls are not naturally as good sports as boys and never will become so. The fact that they do not seem to be is due, I believe, to the difference in what is expected of them and the restrictions that are put upon them rather than anything inherent in the girl. The boy, almost from babyhood through manhood, plays in gangs and the law of the gang makes him play fair and abide by the rules of the games. If he doesn't, he is knocked down or receives some other equally swift and tangible evidence that public opinion is against him. A girl at ten or eleven must "be a little lady" and not romp and play rough games. She picks "a n'intimate" as Emmy Lou says, to whom she imparts her heart's secrets.

A great many of our girls come to the centers at twenty or more and have never played a team game or done anything in a team spirit. They are fiercely individualistic, grasp at everything with no thought for the rights of others, have no respect for "turns" or standing in line, not only have no conception of "being a good sport," but when they learn what it is, don't want to be one, for "what's in it."

I wish the skeptics could see these same girls beating out with their heels a three times three for the winning team with the tears "that just would come" running down their faces.

Who can say that those very characteristics, not superimposed by a director, but drawn out by working with others, will not be directly applied to make them "good fits" in whatever lives they may lead!

SECOND YEAR OF THE NEIGHBORHOOD PLAYHOUSE

One of the most satisfying phases of the work is the desire that many of the girls show to pass on what of actual training or of good spirit they have learned. They become most sympathetic and efficient helpers to the leaders in the larger centers or act as play leaders in clubs and settlements—almost always without pay and giving one or more of their evenings—their only fun time.

Another most interesting phase is the development of our "trained" leaders. They come to us graduates of the best physical training schools, but young and with the restricted horizon of their set at home or in school. Often their conception of their work is merely to turn out perfect drills and finished athletes. Will these girls come to love their girls as girls as well as gymnasts? Will they learn to take heterogeneous classes, made up of all sorts of girls of many races, and develop them into a strong whole, loyal not only to their set, but to the center and loyal to loyalty itself? Can they hold up an ideal of a good sport attractive enough to make the girls want it, inclusive enough to make it worth while and enduring enough to last after the immediate influence of the leader is gone? Will they have the sympathetic imagination to get behind the seemingly unreasonable twists that the rigors of the girls' lives have made inevitable, and really understand?

The more I am connected with recreation work the more I feel that its possibilities are almost limitless. It is always through our enthusiasms that we are moved to accomplish things; nations count on it in time of war, political campaigners utilize it with their torch light processions and stump speeches. Youth has an inexhaustible and never failing enthusiasm for a "good time." We are fortunate to be living in an age in which scientists have justified this enthusiasm. So let us use this natural instinct for play, and encourage it, develop it along sane, happy, healthy lines, bereft of the overdesire for "thrills" but full of good excitement, action, joy and life, and through it and from it, if you will, lead to higher and greater things.

SECOND YEAR OF THE NEIGHBORHOOD PLAYHOUSE

The Neighborhood Playhouse, that unique institution which has made Grand Street, far, far on the East Side of New York City, familiar to lovers of native art and to those who follow significant social experiments, is approaching the close of its second

SECOND YEAR OF THE NEIGHBORHOOD PLAYHOUSE

successful season. A glance over the programs presented in the beautiful little playhouse since its opening with *Jephthah's Daughter*, presented by the festival groups of Henry Street House under their new name of Neighborhood Players, on February 12, 1915, reveals an astonishing array of artistic offerings. From Monday to Friday the Playhouse is used for the most part for moving pictures of a high grade. Saturday and Sunday special programs are presented, consisting of offerings by the Neighborhood Players, such as *Wild Birds*, *The Waldies*, a number of unique one-act plays, or productions of the entire festival group, such as the Thanksgiving festival, repeated a number of times by request, or the pantomime ballet *Petrouchka*. Among these unique one-act plays have been those of Lord Dunsany's, *The Glittering Gate*, *The Golden Doom* and *A Night at the Inn*, the third presented to the Players in manuscript by the author in recognition of the really exquisite production of the other two—their first use, it is believed, in America. Sometimes the week-end program has been musical Clara Clemens Gabrilowitch gave an evening of Russian songs; The Olive Mead Quartette gave a program; Henry L. Gideon and Constance R. Gideon sang *Songs of the Ghetto*. At Christmas time the Junior Players entertained the audience with fairy playlets. Another phase of productions represents a distinct contribution to artistic life in America in providing opportunity and sympathetic audience for such groups as Whitford Kane and Associate Players, representing the Irish theatre in America. Then there have been programs by such distinguished artists as Ethel Barrymore and Ellen Terry and proudly do the Playhouse folk show the dainty dressing room which "Ellen Terry has used."

But the auditorium—even with such a roster of presentations—represents only a part of the Playhouse activities. On the roof is a playground, sunny and pure above the varied smells of Grand Street, where many happy days are spent by the children of the crowded neighborhood. A spacious room, which may be divided into two by the use of rolling partitions, is regularly used for the dancing classes and dramatic groups, working not only for production, but for the joy of the thing. Classes in designing, poster-drawing, stage sets and properties under skilled direction provide costumes, settings and properties for performances as a result of delightful hours spent in learning the craft.

And all of this joy for the neighborhood as well as for lovers of art throughout the city is the gift of two women who, through

OMAHA SOLVING THE HOUSING PROBLEM

years of work with the dramatic groups of Henry Street House, came to feel that the "development of the players, the interest of the audience and the response of the neighborhood" demanded the erection of this playhouse. The Misses Alice and Irene Lewisoohn were the donors. Modern stagecraft and theatre construction were enlisted both in this country and abroad to make the little playhouse serve its purpose in the best possible manner. As a result, compactness and comfort are secured, along with the possibility of artistic effects with simple machinery. From the rows of costumes of "knight and herald, lord and dame"—provided by Miss Lewisoohn—through the dressing rooms to the little box of a kitchen where the o'erwearyed players may refresh themselves, beauty and order are manifest.

OMAHA SOLVING THE HOUSING PROBLEM FOR ITS FEATHERED CITIZENS

C. H. English

Superintendent of Public Recreation, Omaha, Nebraska

In the Council Chambers of the City Hall of Omaha was held on March 23-24-25 the most unique and beautiful bird house exhibit ever staged in a western city.

The bird houses were build by the boys and girls of the Omaha grade schools in the manual training department under the general supervision of Miss Helen Thompson. The material for these houses was supplied by City Commissioner J. B. Hummel, Superintendent of Parks and Public Property.

Over four hundred bird houses were on exhibit—a wonderful display of art, genius and excellent workmanship. All of these houses are to be set up in Omaha's parks where the birds will be protected from harm by the squirrels and be encouraged to come to these bird sanctuaries.

The spirit of this western metropolis was diverted from its great commercial growth, for the time, to the welfare of its feathered guests who are just arriving from the south. There are to be found in Omaha alone one hundred and fifty varieties and in the State of Nebraska, which has the reputation of having the greatest variety of birds of any state in the Union, are to be found in all seasons over four hundred varieties.

The greatest interest in birdlore that Omaha has ever shown,

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culminated in this artistic and beautiful exhibit. The Council Chamber made a wonderful setting for such an exhibit. Five twenty-foot trees were brought in to serve as an object lesson on the correct method of hanging the houses.

Real live birds were also placed in these trees, lending an atmosphere of reality by their cheery song notes. Various varieties of stuffed birds were placed in front of a number of houses to show how the bird enters his home. Hidden in one corner was a Victrola where the Kellogg and Gorst records were constantly filling the room with bird calls, mystifying to adults as well as to children, who could not at first detect where the birds could be hidden.

The sister of Charles C. Gorst, the Harvard bird man, recognized immediately her brother's Edison record of the bird songs. Mr. Gorst was formerly an Omaha boy and was born in Neligh, Nebraska, where, his sister states, he first learned the notes of the meadow lark and other birds while milking the cows on their farm at Neligh.

In this exhibit of many kinds, shapes, colors and styles of birdhouse, thirty-eight of the local schools contributed, each school sending from one to thirty houses while the Fort School for Boys sent forty in a separate exhibit.

No prizes were offered. This exhibit proved without a doubt that prizes were not needed. The real motive for building was loyalty to the school exhibit, interest in bird life, and personal satisfaction in actually constructing a thing of beauty—as every one really was.

Every boy or girl visitor found keen delight in seeing either his own creation on display or that of his school. The parents were no less filled with pride as the discovery was made of a bird house whose very dimensions, color and purpose had been a subject of discussion at the dinner table for the last four weeks.

Many thousands attended this exhibit and the count showed equal interest on the part of adults. It was a source of education to every one and one never grew tired of discovering a new shaped house after seeing the exhibit perhaps a dozen times. Some came to take notes on how to build them. Other professional men, school board members, city commissioners and business men wanted to buy one or two each. The entire four hundred houses could have been sold on the first day. One representative of a local cemetery company secured the promise of fifty houses to be

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built by the Fort School boys which are to be placed in the cemetery where the first bird sanctuary of its kind in the west has been established.

This exhibit brought out very clearly the inventive instinct in boys and girls, for no two bird houses were alike. One had hollowed out a cocoanut for a wren house. Another had a wooden syrup pail inverted with the roof on the bottom of the pail and the bail acting as a swinging perch.

One little girl sewed two fig baskets together and put a roof on them. A little nine-year-old boy put rockers on his house so that the wind would rock the little baby birds to sleep. There were unlimited styles and shapes but the rustic type predominated. Log cabins, teepees, ordinary logs hollowed out and one birch-bark cabin. Natural wood martin houses, tenement-like, for at least twelve families, was another style. One little colored boy had started a bird house at his school when he had to undergo an operation on his leg. He was unable to go to school, being confined to his bed. But he did want to exhibit his bird house with the rest of his schoolmates. So with the aid of a set of tools, borrowed from school, and the assistance of his father who was a plasterer by trade, this little fellow made his house on his bed and finished in time to have it exhibited with the rest. His father came to the exhibit to see it and to report to his son. The boys of that school never tired of telling the story of this little stucco house which had a prominent place on a front table.

The Fremont Board of Education sent two high school boys to Omaha to secure information on bird house construction and paid the expenses of the visitors. Thus the interest which is permeating all Omaha is reaching other cities in the state.

This exhibit just closed has been of great value to the city in several ways. It has connected the school life with the lessons to be taught in the study of birds, their habits and needs. There will be less shooting of birds and fewer eggs destroyed in Omaha this year. The interest of the children has aroused the adults into activity, realizing that the birds have a commercial value to a city and state as well as a moral value. It has shown in a practical way the value of the manual training departments in the public school. It will give greater impetus to the study of bird life, and its conservation by all ages, particularly among the children who visit the playgrounds where this study will be a part of the playground activity.

HOW ONE PLAYGROUND WAS DEVELOPED

Jeanette M. Hornsby, Mahanoy City, Pennsylvania

Whenever the subject of playgrounds was discussed in our town, everybody would say, "Yes, it would be very fine; but where can we have it? We have no ground." And it really seemed as though we hadn't, for every lot in our town is filled up, until even a small back yard is a luxury. We have several fine school-yards that might have been turned into delightful neighborhood playgrounds, but when we talked about it, somehow not enough people were interested. Then last winter we had a very successful Junior Chautauqua Club, and in the spring, May 8, gave a little entertainment for the parents and friends. We invited Miss Anna Oppenlander to come and talk on the need of public playgrounds. Her talk and the delightful play-spirit of the children, together with some photographs of playgrounds exhibited some time before this, so impressed one or two public-spirited men, that in less than two weeks it was announced that our town was to have a public playground. I wish you could have seen the ground where it was to be. Four years previous to this our Sunday School Athletic Association had leased some ground at the extreme east end of town. They had transformed a portion of it from a swamp and a dumping place for ashes and garbage into a fine baseball park. They had erected a grand stand and bleachers, and had planted North Carolina poplars all around the fence, and made four tennis courts. But no one ever went near unless interested in baseball or tennis. So this same board of managers decided to enclose and improve the remainder of their leased ground, and use it as a public park and playground. It certainly looked unpromising with its heaps of ashes and garbage. But so did the baseball diamond four years before.

A contract was let to clear, fill in, and terrace the ground. We decided to have it ready to dedicate on Memorial Day. So it became very evident that some volunteer labor would have to be done. When the call was made, a number of men responded very generously, and, on several days when the mines were idle, they worked with all the energy they had. On the opening day, people could scarcely believe their eyes. The eastern fence had been moved back a depth of 250 feet, and the fence enclosed now about ten acres. Instead of a garbage dump, there was a nicely leveled playground,

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with a sodded terrace and concrete steps. We had a concrete wading pool, thirty feet in diameter, four swings, two slides and two seesaws, and four sand boxes. Behind the playground and to one side of it, lay the woods with some splendid old trees. This we planned to use for picnic purposes.

The public was so delighted with what they saw, and what it promised, that its success was practically assured from the opening day. Electric lights were placed and the park was open to the public from early morning until nine o'clock in the evening. It was open also on Sundays, but no apparatus was in use that day. We employed a playground teacher for day work from June 15 to Aug. 15. The association had always employed a caretaker. Every man on the board of directors was appointed as guard, without pay, so that there was never any rowdyism, even on crowded days nor in the evenings. We worked all summer improving and adding to; many men spending every idle day they had, not sitting in the shade of the trees, but with pick and shovel. At the end of the summer, we had added to our first apparatus three swings, a seesaw, and a horizontal bar in one frame; a small wooden slide; four basket swings for the babies; a giant stride; three big swings for the young people who came evenings; and a big slide for them, too. This has two stairways with two slides on each side. Then there is a feature for which I have no name; but it is on the principle of a moving stairway, and it created a lot of fun among the older ones. This apparatus was all built by our own men, thus making our money reach much further than if we had bought everything ready to set up. Only the first piece, known as the playground station, was purchased.

By August first, the swimming pool was ready for use. A natural hollow in the ground was utilized for this, and it is 108 x 58, with a depth of two and one-half feet at the shallow end, and from eight to ten feet at the spillway. This had its bathhouses and lockers with a paid caretaker.

In the grove, the underbrush had been cleared away, tables set up, and two fireplaces built of brick and sheetiron. Every day saw numbers of people there with their lunch, and on Thursdays, the business men's half holiday, people would share the tables, some eating their lunch earlier, to make room for others later. It created a feeling of fellowship and sociability among the town's people. Every evening there were throngs of people in the park; enjoying the apparatus, or sitting around chatting with their friends.

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It brought together people who had seen very little of each other, perhaps in years.

So besides furnishing a healthful and profitable playground for our children, it became no less a playground for the fathers and mothers, who could get away from the hot, dusty streets, and enjoy the cool mountain breezes. I must not forget to say that much of the attractiveness of our park is due to the fact that it lies right between two mountains at the extreme end of our valley.

Now, of course, you want to know where the money came from to do all this. In the first place, the labor which was given by these big-hearted, generous men saved a great deal in cash. As I have said, they helped to clear and fill in the ground, construct and set up the apparatus, the plans for which were made by our president. He, too, was untiring in his work, giving every hour he could possibly spare from his duties. We were exceedingly fortunate in having such a man at the head of it. The labor at the swimming pool was nearly all voluntary; all the excavating (they used mules and carts loaned from the mines); and the laying of the brick walls with an outer layer of smooth concrete. The bottom of the pool was done by contract. Our actual expenses were about \$6,300. Nearly all of this has been paid.

After our opening day we asked for contributions. These came from different fraternities and lodges, from individuals, and each Sunday school made a contribution. We have two refreshment stands in the park, which are a source of income, although a clerk must be paid. Here *pure* ice cream and *good* candies are offered for sale. Another source of income is the swimming pool. A fee of fifteen cents is charged for the use of it, and forty cents if a suit is rented. But the men who worked on it were given season tickets, and some who gave so much time to it, were even given life privileges. A record was kept of each man's time. Then, too, the children were allowed free use of the pool and lockers during the morning under supervision.

But the bulk of our money came from four "big" days we had. On these days we charged an admission of ten cents for adults and five cents for all children not participating in the programs. It was their privilege to take part if they wanted to. Then we charged ten cents for the grandstand.

The first of these days was our opening day, May 31. We had a procession with a May Queen and a Maypole Dance, and other folk dances and games. Then we had our superintendent of schools

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make a speech, and the boys' brigade fire three salutes over the playground, and the apparatus was unlocked and the children lined up to wait their turn to swing or slide.

The play leader's work really began June 15. We had a regular program for games, free play, storytelling, and folk-dancing. A local dealer gave us a regular school victrola and the records.

On July 5, we had a baby show and children's fancy dress parade. We found it difficult to handle the crowds who came, and the affair was such a success, that we voted to make it an annual affair. We awarded ribbons (blue, red, and white) to the winners.

The play leader's work ended on Aug. 19, and we gave a sort of field day with an exhibition of games and folk-dances learned during the summer. People were amazed and delighted that one play leader should have accomplished so much in so short a time with so many children. The children played merrily on without a leader until the end of October. Of course, there was always some one there to see that there was no ruffianism.

Several evenings during the summer the different bands gave concerts. One evening during August, a minstrel show was given by a troupe from a little town nearby. We charged admission to this, and the people came in throngs.

We were to have our last big day on Labor Day, but it rained. So we planned to have it the next evening. The men put up a stage, lighted it with electric lights, and strung Japanese lanterns around. This time we served a supper from four o'clock until seven. The provisions were donated. Then for the entertainment each Sunday school had prepared a drill. There was everything from a doll drill by the tiniest girls, to very elaborate hoop and scarf drills by older pupils.

So you see, everybody was able to give something in a small way for the pleasures which they enjoyed day after day. We have a population of about seventeen thousand, and we are not wealthy people. So we could not expect large gifts of money. While the control of our park and playgrounds is in the hands of a Sunday school association, its privileges are for all, irrespective of creed or denomination. We are looking forward to a very successful summer.

RESULTS IN A COUNTRY PLAYGROUND

Margaret T. Alexander, New Castle, Pa.

A playground in Ellwood City, Pa., financed by the Shelby Tube Company, has already justified itself by its harvest of results.

Industrial work, as reed and raffia baskets, fancy work, bags, fishing nets, doll houses, hammocks and rugs, drawing and paper cutting is taught.

An hour of storytelling each day has been very profitable and entertaining.

Many of the most common games were unknown to the children. These, with new ones, have been taught.

Considering the day time attendance alone, the playground has been a decided success, but in addition it has become a social center in the evening. Free band concerts are given and the swimming pool is open until 9 o'clock. Here the families spend their evenings in a happy, beneficial way.

Directly due to the playground many good results have been noticed in the children. A number of children, who in the beginning of the season came with dirty faces and clothes and uncombed hair, are now as clean and neat as one could wish. This is especially noticeable in three little Magyar sisters. Their clothing consisted of little dresses. They appeared to be altogether unacquainted with either a comb or water. They were unable to understand or speak English. All efforts of the play leader to make them understand that she wished them to come otherwise were in vain until a foreign woman who could speak the Magyar language came to her aid. Upon being told the play leader's wish, they left the grounds. Two days passed without their return. When, upon the third day, they came back a great change had been made. You could hardly recognize them as the same children, nor was it ever necessary to speak to them again.

A boy coming from a home where he was accustomed to hear and repeat oaths and swearing carried them to the playground. He soon discovered that this was forbidden and started a fight to conquer the habit.

The parents have been very quick to see and appreciate the effect of the playground on the children. A mother, who has but one child, remarked, "I can see a wonderful change in my boy. Being the only child, he had become very selfish and unaccustomed to sharing playthings with other children. It has been a hard

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lesson but worth the effort." Another mother said, "My child had no real idea of play until the playground came." Still another said, "I can't begin to say what it means to have a place where I can send my children and know they will be cared for while I am busy." It is a common occurrence to overhear such expressions as, "It is the best thing we have ever had in our city," "I don't see how we ever did without it." "It is a wonderful opportunity and training for the child" and "Every child should have such a place to play."

The great effect for good of the playground in this community has been noticeable. Not only the parents, who have watched their children folk dance, make baskets or act as partners in a game, have been brought closer together but the parents by being in contact with each other in the swimming pool or otherwise on the grounds have come to know each other as never before.

Then this undertaking, being outside of the churches or other organization and yet interesting them all very vitally compels the getting together of all kinds of people and gives a power of unity that reaches to all civic interests

Aside from the opportunity of giving the play instincts of the child a chance to be expressed and developed in a proper way, from the pleasure and recreation afforded, from the educational value of the industrial work, from the lessons and pleasure derived from the stories told, from the benefit to the health of the many who have played games, danced and swum, the lessons, which the children have learned, through their games, in honesty, fairness, truthfulness, co-operation, submersion of the individual for the common good, loyalty, unselfishness and cleanliness have been worth all the cost of the playground.

"If we work upon marble it will perish, if we work upon brass time will efface it; if we rear temples, they will crumble into dust, but if we work upon immortal souls, if we imbue them with principles, with the just fear of God and love of our fellowmen, we engrave on those tablets something which will brighten to all eternity."

"The city that sets out to make men must seek the honor, health and happiness of all her people."

EXTENDING FIELD HOUSE SERVICE IN RACINE

A. A. Fiske, Superintendent of Parks, Racine, Wis.

We have just erected a field house at Lake View Playground, 40 x 65, one story with a basement under the entire structure. The entire first floor is used as a gymnasium. The locker room, shower bath room, comfort stations, and heating plant are in the basement. This basement has a nine-foot ceiling and the foundation is four feet above the ground, so that it is very light.

We have developed a locker system that we think is quite unique and is under better control and more economically maintained than the usual locker system where each boy and girl taking work at the field house is given a separate locker. We have but forty steel lockers and about three hundred wire baskets of about 1 inch mesh, 8 inches wide, 7 inches deep, and 14 inches long. These baskets are kept in a separate room which has pigeon holes built all along the walls of the right size to receive the baskets. Each basket has a number. The gymnasium suits and equipment are kept in these baskets, and those coming to the gymnasium for work call at a window in this room, present their claim checks and their baskets are given to them. Each one takes his basket, goes to the locker room and occupies the locker which is lent for this one session. After putting on his suit, his street clothes are put in the locker together with the basket which fits in the locker. After completing the gymnasium work he goes to the shower bath room which is connected with the locker room, takes a shower bath, dresses, puts his gymnasium suit in the basket, and returns the same to the custodian in charge of the room in which these baskets are kept. The lockers are left open for the next class. In this way the custodian is given an opportunity to inspect the gymnasium suits as they are returned, and if it becomes necessary to suggest that the suit be laundered, this request is made. As each individual receives his basket and suit, he is given a towel. When each basket is returned, a towel must accompany the same. In this way we have an absolute check on the towels which are lent. There is another advantage and perhaps the major advantage of this system. That is that we can accommodate eight or ten times the number of people with the same floor space possible with the old locker system where each individual has a permanent locker.

A great many park and playground commissions located in cities of the second or third class seem to have an idea that they

QUESTIONS ASKED IN CIVIL SERVICE EXAMINATION

must imitate in some degree the more expensive field houses in larger cities. That seems to be their idea and the thing that they are desirous of accomplishing. There are two evils which present themselves with this sort of endeavor. In the first place, these buildings are too expensive for the smaller cities to undertake, and in the second place, too expensive to maintain, making one unit such an expensive one that other sections of the city cannot be served. I think the best kind of plan is on a smaller scale which can be duplicated in the various sections of the city, and therefore gives a better distribution of gymnasium facilities.

Our building cost approximately \$5,000.00. We have a gymnasium 40 x 65, twelve shower baths, and an adequate locker system to take care of three hundred boys and girls, and if necessary, this could be increased to four or five hundred, at a nominal cost by using the wire basket system. We are running classes two sessions each evening from 7:30 to 8:30 and from 8:30 to 10:30. The younger boys and girls take their work during the first session, the older boys and girls in the second session. At the present time we have open one evening for girls. Saturday night is what we call our open night. On this night the gymnasium is open for dancing parties, entertainments and things of that sort. Saturday morning is devoted to the boys of school age, and the afternoon to the girls of school age. We keep a record of the attendance of each boy and girl so that at the end of the season we know what percentage of the total number of sessions each individual has attended. We also know the number of boys and girls that have taken work at the field house.

QUESTIONS ASKED IN CIVIL SERVICE EXAMINATIONS

Civil service examinations are held in many cities for the purpose of filling positions in recreation. Questions asked in several recent examinations are here given.

NEWARK, NEW JERSEY

Examination for the position of Superintendent of Recreation—Board of Playground Commissioners, City of Newark, N. J., held Thursday, February 24th, 1916

QUESTIONS ASKED IN CIVIL SERVICE EXAMINATION

EXPERIENCE AND TRAINING

I—Preliminary Questions

1. Have you ever been examined by this, or any other, civil service commission?
2. If so, state when, give the title of the position and the salary in each case.
3. Were you successful in the examination or examinations? If so, state which examination or examinations and the approximate percentage received.
4. Do you use intoxicating beverages? If so, to what extent?
5. Are you married or single?
6. Have you any defect of limb, hand, or foot?
7. Have you any defect of sight or hearing?
8. Have you any disease or deformity?
9. What is the present state of your health?
10. What is your exact age?
11. What is your exact weight?
12. What is your exact height?

II—Education

13. Outline in full detail the nature and extent of your educational training, both general and special, including the schools you have attended, when, and how long, the nature and extent of your special training. If a college graduate, indicate the course or courses pursued and give your degree or degrees.

III—Professional Experience

14. Outline in full detail the exact nature and extent of your experience in playground work, stating (a) the exact title of the positions held, (b) the length of time employed in each position, (c) the character of the work done, (d) the extent of the system or systems in which you have worked, including the number of playgrounds and recreation centers, the size of the working force, (e) the responsibilities with which you were charged and the nature and extent of your administrative work.

IV—General Experience

15. Give a complete statement of your general business experience, other than the above, including any executive and administrative work in which you have been engaged. State also any experience you may have had in keeping of records, accounts.

QUESTIONS ASKED IN CIVIL SERVICE EXAMINATION

16. Give a list of the positions you have held during the past ten years, if not mentioned above, including the exact nature and title of the position, the salary received, and the length of time employed in each case.

V—References

17. Give the names and addresses of ten responsible persons for reference.

THESIS

NOTE: The knowledge, intelligence and general grasp of the subject will be the chief considerations in rating this paper, but the form, construction, syntax, will also be taken into account.

Write a Thesis of from 1500 to 3000 words, on one of the following subjects: (If desired the candidate may write on each subject given. In this case each article should be limited to 1000 words.)

I. An adequate recreation system for the city of Newark, or any city of from 350,000 to 400,000 population

II. Playgrounds and their relation to the social and moral conditions of the community

Sign with your examination number. Do not use your name.

DUTIES—WRITTEN

1. Assuming that you should be appointed superintendent of recreation of the City of Newark, outline, in some detail, the problems you would take up and the important features of your work for the first two or three months.

2. The Board of Playground Commissioners of the City of Newark has under its control from eight to ten playgrounds with a yearly attendance of about one million, and four public baths with a yearly attendance of about seven hundred thousand. The boys attending the playgrounds outnumber the girls two to one and the males attending the baths outnumber the females three to one. (a) With an appropriation of \$45,000. for playgrounds and \$32,000. for baths, prepare a tentative budget showing the approximate amount which should be devoted to the several items of expense. (b) Outline the organization you would need for taking care of this system, indicating the approximate number of employees, the

QUESTIONS ASKED IN CIVIL SERVICE EXAMINATION

several grades of the same and the probable salaries. (Note: Assume all other reasonable data necessary.)

3. (a) Discuss, in some detail, the type and qualifications of the playground workers you would demand, and explain how you, not considering the civil service regulations, would determine these qualifications. (b) Outline a method of keeping efficiency records, or checks, on the several employees in the department, which would show the relative efficiency and which might be used to serve as a basis of promotion or preferment for advanced positions.

4. Give your views on the necessity or advisability of a training course for play workers, especially the new ones coming in to the department. Outline in some detail, a course of training for such employees and explain the general plan you would recommend for conducting such a course.

5. Discuss, in some detail, the importance of complete and accurate office records of everything connected with the administration of the department of recreation, and outline, in some detail, the system which you would recommend in order that complete and accurate data may be had at any time of any or all of the activities or work of the department.

6. Outline in some detail, a lecture to your playground force on Playground Activities in America, showing the extent of the work at present and indicating any special or important recent developments of the work in any particular places. (Note: This should be in sufficient detail to show that the candidate himself has a knowledge of the extent of present playground activities.)

7. (a) Discuss the question of the importance of suitable and adequate playground apparatus and equipment. (b) In case of limited funds or other preventive causes explain how it is possible to do efficient playground work without complete equipment. (c) Indicate the apparatus and equipment which you would consider necessary and that which you would consider desirable in a large playground covering a city block, a recreation center, a bath house.

8. With what local, private, semi-public or other public agencies or organizations might the department of recreation of the city cooperate in furthering the recreation and welfare work of the city. Indicate in some detail what cooperation could be obtained and how you, as recreation superintendent, would undertake to accomplish the same.

QUESTIONS ASKED IN CIVIL SERVICE EXAMINATION

DETROIT, MICHIGAN

Examination for Supervisor of Men's and Boys' Activities (Male)

1. Education, training, experience and personal fitness 20
2. Written examination on theory and method of playground supervision 30
3. Practical demonstration of ability to handle a group 40
4. Physical test 10
- Total 100
- Average Percentage

Instructions to applicants: Write only on one side of the paper, and be sure to number answers correctly. Fasten various sheets together with clips which will be found on the desk. Opportunity will be found during the conduct of the examination for conference with applicant on which to base judgment on subject 1, in addition to written statement covering same. Applicants have from 1:00 p. m. to 4:00 p. m. in which to answer questions under sub-head No. 2, but time of completion will be marked on each paper, and consideration will be given to celerity with which the task is completed. Neatness of work, spelling, penmanship and grammar will also be weighed and considered. Applicants will report at the gymnasium of the Cass Technical High School, Grand River and High Street West, Saturday, February 5th, at 9:00 a. m. for examination in 3 and 4. Applicants, before leaving the room, must return this blank containing questions and instructions.

First Subject:

1. Outline the educational training and practical experience you have had which, in your opinion, fits you for this position. Emphasize any parts thereof which show successful administrative and normal teaching ability sufficient to justify your taking the supervisory position.

Second Subject:

1. What are the characteristics of the different stages of boy life from 7 to 19 years, inclusive, and what activities practicable on city playgrounds and in public school buildings of the conventional type are adapted to each stage and why?
2. Outline types of competitive athletics suitable for boys

QUESTIONS ASKED IN CIVIL SERVICE EXAMINATION

under playground conditions, pointing out the strong and weak points in each and explaining how you would organize them in a city of 500,000.

3. Given the use of grammar school buildings, unequipped with gymnasiums, outside of school hours, the use of unequipped rooms in six branch library centers, the use of fifty school playgrounds averaging 200 feet by 300 feet, the use of three large playfields and the full time of thirty male workers; show how you would organize the boys' and men's work from the first of November to the first of April, giving assignments of hours and duties for each worker.

4. Outline a course of study covering 250 hours which you would give to male high school graduates to fit them theoretically and practically for work under you in a system as outlined in question three, and state how you would go to work to discover necessary and fatal traits in your students.

5. How would you learn the employed boy recreation needs peculiar to each neighborhood in which you planned work, and what methods would you devise to make your assistants learn these peculiar neighborhood needs.

6. Given a space 200 feet by 300 feet:

(a) Draw a figure showing the above on a scale of 50 feet to 1 inch.

(b) Lay out the space for a neighborhood playground providing for a boys' basket ball court, a girls' basket ball court, a tennis court, a playground baseball diamond, all of regulation size and dimensions, and such other space assignment as you think desirable.

(c) List and place \$500. worth of playground apparatus on the above.

Third Subject:

1. Each applicant will take charge of a small adult group on a standard gymnasium floor for twenty minutes. They will represent a group of inexperienced boys' work directors. The applicant will undertake to teach some boys' activities, and will be graded on his choice of subject, his method, his ability to lead and his ability to teach.

Fourth Subject:

1. Each applicant will show his proficiency and form in dash, broad jump and chinning.

QUESTIONS ASKED IN CIVIL SERVICE EXAMINATION

MUNICIPAL CIVIL SERVICE COMMISSION—NEW YORK EXAMINATION FOR SECRETARY ON RECREATION

Instructions to Candidates

1. Candidates will submit three reports upon the subjects specified on the attached sheet.

2. In rating these reports principal consideration will be given to

A Originality and practicability of the plan presented

B Clearness and cogency of expression

C General knowledge of the subject

It is expected that reports submitted will present the candidate's own ideas and research, and that proper credit will be given by quotation marks whenever the thoughts of others are used.

3. The total number of words contained in the three reports should not exceed 12,000 (twelve thousand).

4. Reports must be typewritten on the paper furnished herewith. Use no other paper. Number the pages of the reports consecutively.

5. The following oath should be prepared on the first page of the thesis. Nothing except this oath must be written on this first page.

I, the undersigned, a candidate for the position of secretary on recreation, in the service of the City of New York, do solemnly swear, or affirm, that in the preparation of the accompanying reports the composition is entirely my own, and I have given full credit by quotation marks and references to authorities for any quoted matter.

Signature of Applicant

Street Address

City

State

Subscribed and sworn to before me, by above candidate, to me personally known, this day of 1916, at city of , county of state of .

Official seal

Signature of Officer

(The Official seal must not be omitted.)

QUESTIONS ASKED IN CIVIL SERVICE EXAMINATION

6. This oath must be taken before a notary public or other officer authorized to administer oaths for general purposes, and the officer's signature must be authenticated by an official seal. If the oath be taken before a justice of peace, or other officer who has no official seal, his official title must be certified to by the clerk of court, secretary of state, or other proper officer under official seal. This officer must certify that the candidate is personally known to him.

7. The reports must be returned by registered mail in the enclosed return envelope, and postmarked by the post office of mailing within ten days (exclusive of the day of receipt) of the day on which the package containing these instructions was actually received by the candidate, as evidenced by the post mark on the registry return receipt, signed by the candidate.

8. A report which contains the name of the candidate, or any other identifying mark, on any page, other than the first page on which the candidate's oath is written, will not be accepted.

MUNICIPAL CIVIL SERVICE COMMISSION, NEW YORK

Examination for Secretary on Recreation, Committee on Social Welfare, Board of Estimate and Apportionment

1. Submit and discuss in detail a plan for the correlation of the activities of the several municipal agencies now engaged in administering the recreational facilities of New York City.

NOTE: This plan should comprehend the fullest use of all existing facilities for public recreation in its broadest sense. The functions of the various municipal agencies extant in New York City with the scope of the jurisdiction exercised by each may be gleaned from the reports furnished herewith.

2. Discuss, fully, possible and desirable cooperation between the municipal and non-municipal agencies in meeting the recreation needs of the people.

NOTE: This paper should treat principally of the problems of administration and finance involved in the cooperation indicated.

3. Outline forms for use in showing actual and estimated expenditures for recreation, classified in such manner as to aid appropriating bodies in formulating a plan for providing the needed facilities and financing the various activities.

The candidates successful in passing the written examination

CIVIL SERVICE

were given an oral examination. The questions asked the candidates were, however, different. One candidate was asked to assume that he was addressing an East Side audience and was asked to speak for five minutes on what the playground movement would mean to them. He was then asked to assume that he was addressing the Board of Estimate and Apportionment on the need of increasing the budget for recreation in New York City.

CIVIL SERVICE

George Ellsworth Johnsen

Assistant Professor, Division of Education, Harvard University,
Cambridge, Mass.

As to civil service, so far as my experience goes, civil service has been a detriment rather than a help in the administration of play and recreation work. There are two main reasons why this has been so. In the first place, the civil service commission has, naturally enough, lacked the knowledge necessary to give an adequate examination to candidates for play and recreation work. This might be remedied, and in some cases has been remedied, by co-operation with play and recreation experts. In the second place, the civil service commission is sometimes controlled by a political machine, and when such is the case it is the very worst obstacle to the good administration of play and recreation.

Whether there is civil service or not, there can be no highly efficient work done in play and recreation, I believe, unless the person in general charge of the work has the ability necessary for the selection of the best available assistants and the power to control appointments. This ability to know and judge a good assistant is one of the most important of the qualifications of the superintendent of a play and recreation system, and any machinery or condition that does not lend itself to a free use of that ability is a grave menace to the best administration of play and recreation.

BOOK REVIEWS

THE PRINCIPLES OF EFFECTIVE DEBATING

By Rollo LuVerne Lyman. Published by Extension Division, University of Wisconsin. Serial No. 770; General Series No. 570. Price, fifteen cents

This pamphlet gives briefly the fundamentals of debating in such a way as to be of help to club leaders or to debaters. A number of other publications of help in this matter are listed.

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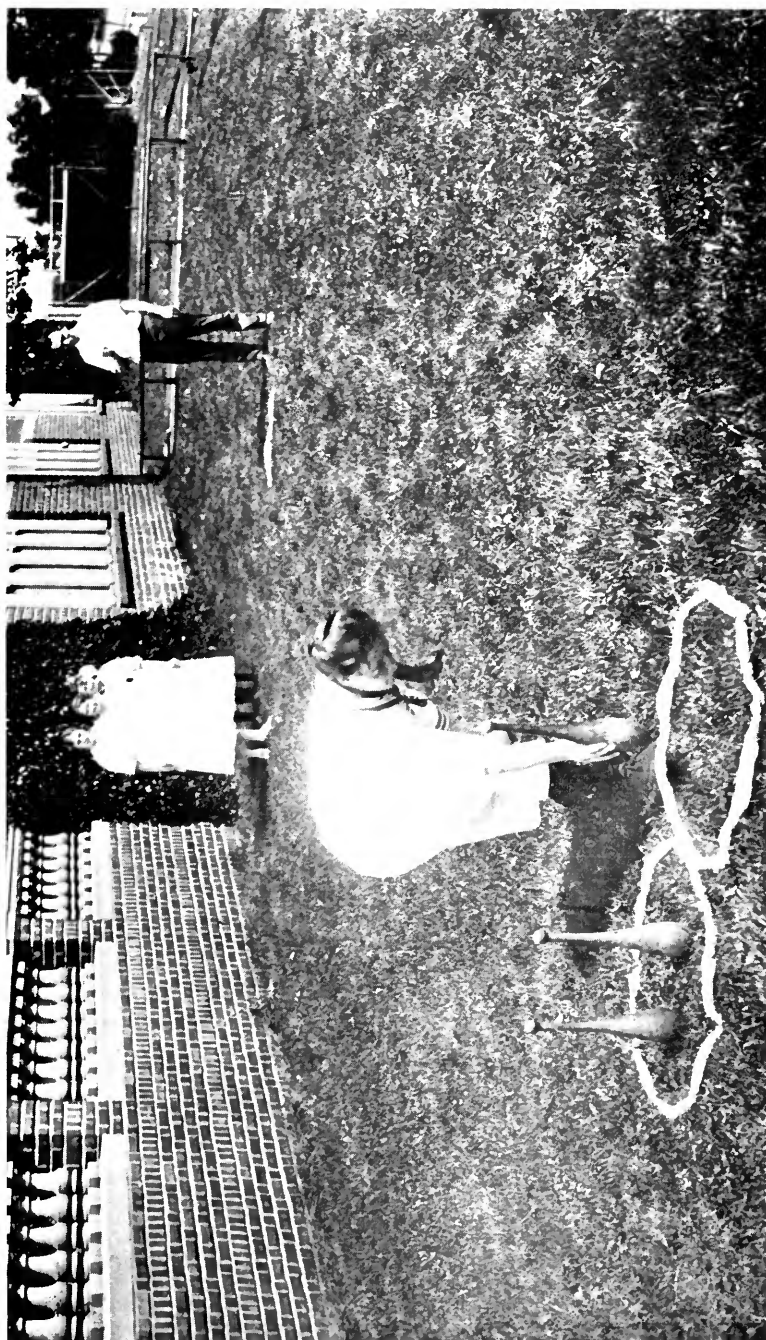
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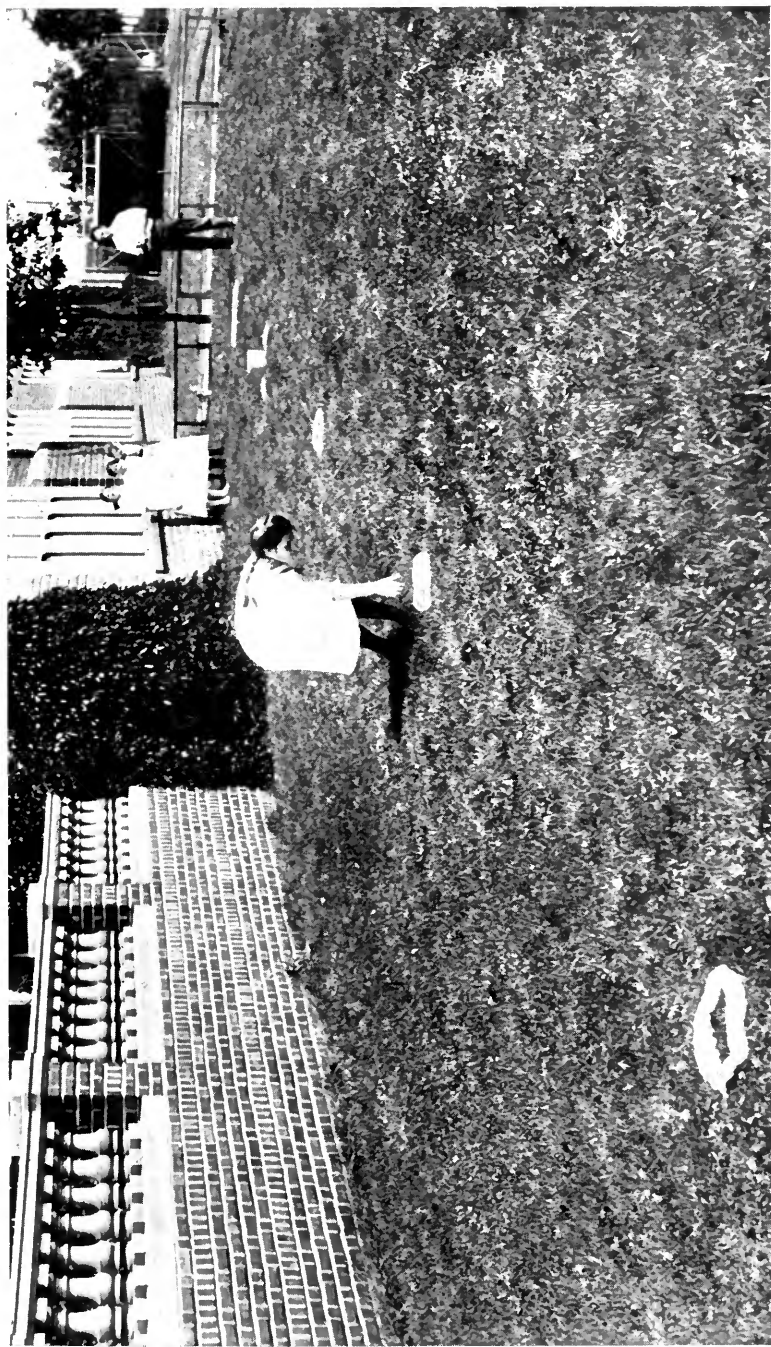
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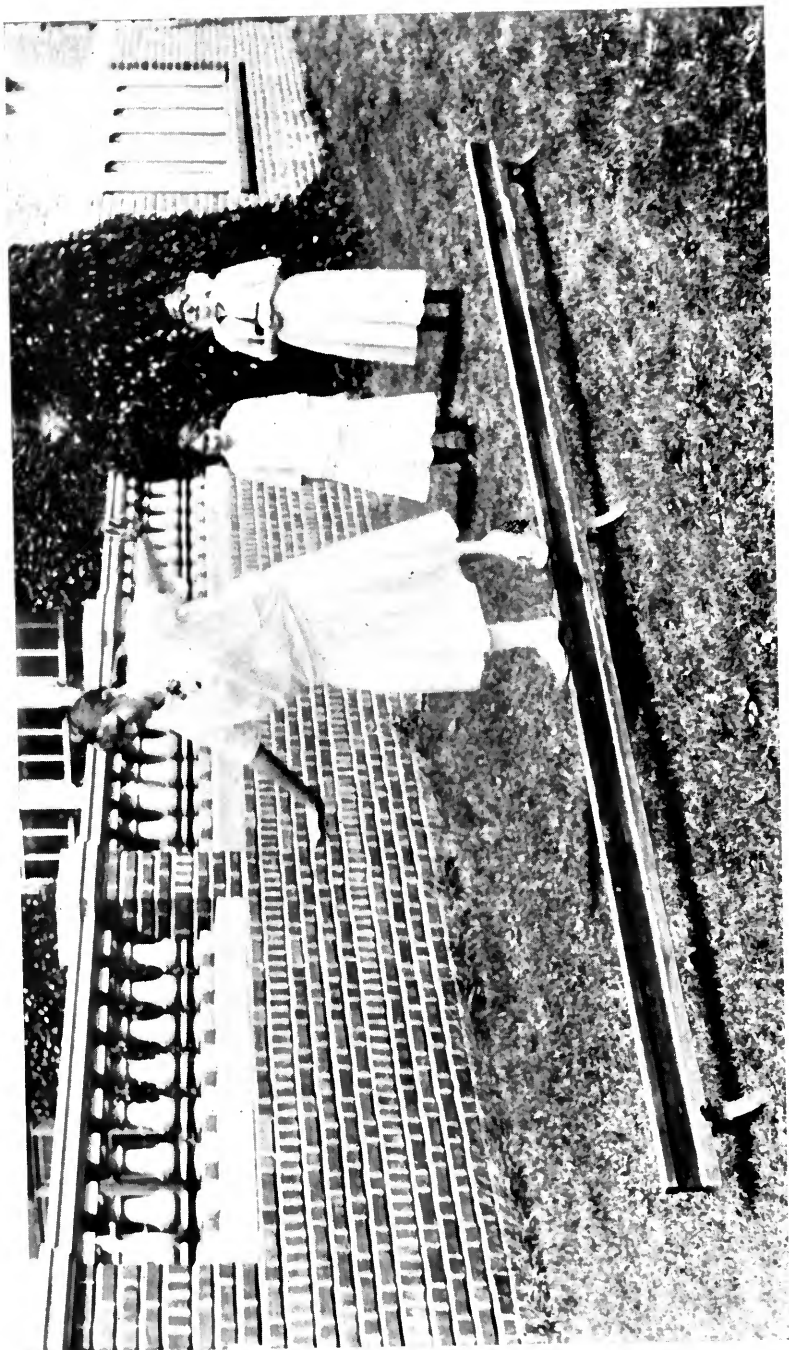
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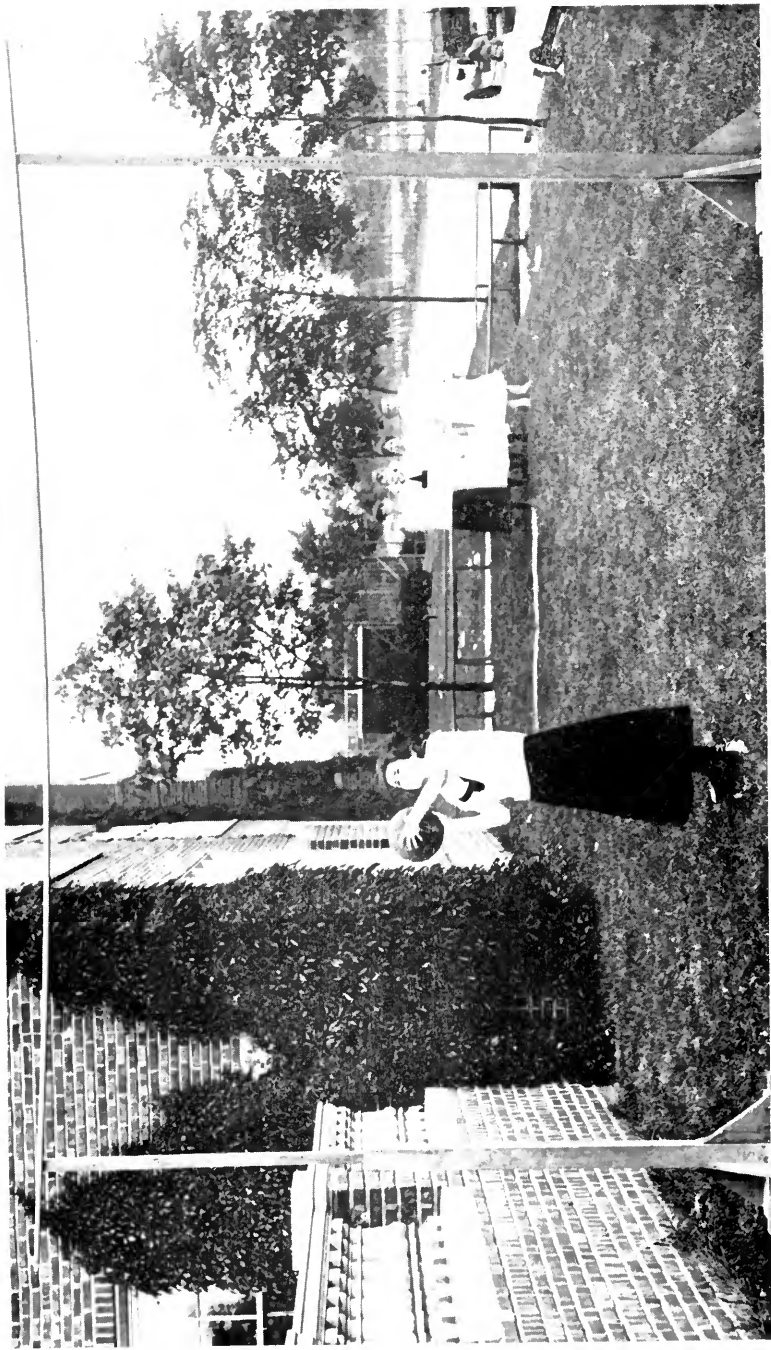
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ATHLETIC BADGE TESTS FOR GIRLS—RUNNING AND CATCHING

THE WORLD AT PLAY

Recreation Congress.—Hon. Newton D. Baker, Secretary of War, and the governors of the states of Massachusetts, Pennsylvania, New York, Ohio, Michigan, Illinois, Wisconsin, Minnesota, Kansas, Kentucky, West Virginia, are all cooperating in calling attention to the value of the Recreation Congress to be held at Grand Rapids, Michigan, October 2-6, 1916.

The City Child, Playgrounds and the Police.*—A useful neighborhood conference took place the other day in a big kindergarten room of the New York Teachers College. It was called by a Mothers' Association interested in getting more play space for the children of the upper West Side—where the parks are green and ample, but also where the policeman is ever vigilant to keep restless young feet on the hard asphalt walks.

These mothers wanted to know what lies behind the rough shout of the "cop," "Hey, you kids, beat it off that grass!"—what the police themselves think about it. So they asked the Police Commissioner to come and talk. He did not come, but he sent Sergeant

Ferré, an embarrassed, up-standing officer who revealed to those New York mothers and fathers an astonishing new conception of the man on the beat.

"What's the attitude of the police toward the children?" Sergeant Ferré repeated, reading from a slip that had been handed him. "I'll tell you. We are trying to be the Big Brothers to the children. We're trying to overcome the children's fear of the cop. We're trying to make the parents of the children understand that we're the best friends the kids can have. We are going into the schools, at the assembly hour in the morning, and talking to the kids—telling them why we have to have laws and why the police have to enforce certain rules. We're trying to make mothers and fathers, as well as the children, understand that certain regulations concerning the use of the parks must be enforced if the parks are to be kept for the enjoyment of all. But we are insisting that no unreasonable regulation shall be given us to enforce.

"The New York police want the children to get as much play as they can, in every way

* Courtesy of *The Outlook*

THE WORLD AT PLAY

and in every place it is possible for them to play. We are glad to see certain streets set aside for play and closed during certain hours to traffic; we're with you in wanting every vacant lot in the city turned into a playground for the children.

"Under Commissioner Woods, the police have a strange ambition. I'll tell you what it is," Sergeant Ferré paused and smiled broadly. "You know what people think about the cop—what they've always thought about him. Well, it's got into the very nature of the cop himself. So that he's like the little mongrel dog that grew up in the city streets. Since the first day that dog could remember some boy had tied a tin can to his tail and in time the little dog got used to it and thought it was all right—not pleasant, but all right. Finally it got so that the little fellow would just naturally back up to every tin can he found on the street!

"The ambition of the New York police—don't faint!—is to get rid of our reputation as ogres. We are not tyrants. We are, most of us, fathers of children that we think a lot of! We are going to see the day, if our efforts can bring it about, when the kid will think of the cop first if he wants a friend. You know what that

will mean for law and order. For solving the question of play spaces for the children! Why, you take the kids and the cops and let them work together, and the percentage of juvenile delinquency will be cut in half—yes, to a third. Ten kids can find play space where five have it today."

In the vigorous searching for a solution of the problem of playgrounds for the city child, has a better suggestion been made than is contained in this "Big Brother" offer of a New York police sergeant?

New Private Playground.—Mr. C. G. Magee, of Boston, Massachusetts, has taken a lease and option on Passaconaway Inn at York Cliffs, Maine, and is planning to install there an outdoor playground with equipment for the entertainment of the children. A play leader, graduate of the Sargent School at Cambridge, will be in charge. Mr. Magee writes that if the remainder of the equipment he plans to install attracts as much attention as the two baby lambs which recently halted seven motorists he believes the innovation will prove a very interesting one. He is considering running a wall of masonry between two cliffs and thus making an acre pool of fresh salt

THE WORLD AT PLAY

water which will renew at every tide but be warmer than the ocean.

Informal Play Meeting at the Home of Mr. and Mrs. Dudley E. Waters.—Following the example of the play party at the home of Mr. and Mrs. Thomas Edison, the Grand Rapids Recreation Association carried through a most successful informal play evening as a part of its campaign for funds for the Recreation Congress.

Invitations were sent to approximately 115 people, prepared, printed and mailed by the Recreation Association.

The impromptu program was carried out in the ballroom of the Waters' home, a large room on the third floor with windows opening all about upon the green of the great open yard. The evening was begun with a grand march and various march formations, after which all joined in playing *Jolly Is the Miller*. The shifting of partners and the effort to get the prominent guests into the center brought out much laughter and gayety. Following this, came *The Duke of York* and *Looby Loo* and later Pass Ball and other games were played.

For rest and relaxation the party gathered in a large circle

and Mr. Carman called on several to make short talks. Superintendent of Schools Greeson talked on *Recreation in the Public Schools*; Professor Jesse Davis on *What It Means to a City to Have National Conventions*. Mr. Dickinson, Associate Secretary of the Playground and Recreation Association of America, told of the plans for the Congress and what the National Association is doing to make it a success.

Between times Mrs. Waters served light refreshments. As a grand finale, *Looby Loo* was most successful.

Annual Mount Tamalpais Play.—The fourth annual production of the Mountain Play Association was Schiller's *William Tell*, given in the wonderful national amphitheatre, deeded last year to the association by William Kent, Vice-President of the Playground and Recreation Association of America. Clumps of trees and bushes form the "dressing rooms." "To the west, for a back drop, lies the Pacific ocean, tossing away to the horizon, San Francisco, its stone and wooden houses staggering upon its hills, and peaceful Marin villages hugging the base of the mountain. Down at the canyon's bottom

THE WORLD AT PLAY

wave the great redwoods of the Muir woods, a national forest reserve"—also the gift of William Kent to the nation.

Play Information for Russia.

—Mr. Graham R. Taylor of *The Survey* called at the office to secure literature for a representative of the Russian Government at present in this country with whom Mr. Taylor was to sail for Petrograd. The Russian gentleman, who Mr. Taylor says is a man of unusual intelligence, was greatly interested in playground and recreation work. He is particularly anxious to secure information on gymnastics, athletics, physical education in schools, the duties of special teachers, administration, swimming pools, games and apparatus, children's gardens and educational institutions giving courses in the training of playground workers. Any expenses connected with the literature will be met by the Russian representatives.

Let the Schoolhouse Serve as a Field House.—William F. Grower, president of the West Chicago Parks Commissioners, in his report for 1916, says: "I feel that a line must be drawn between the work that may be done in the school building already erected and that which

heretofore has been provided to be done by the costly field houses erected by the Park Commissioners. In the establishment of costly field houses in the small park system of the West Side, there is a certain duplication of buildings and maintenance charges which increases the burden of taxation. The modern school building of today is fully equipped to take the place of a small park playground field house. All of the schoolhouses should be made the medium for the housing, training, and care of school children and organized play. It is not fair to the taxpayers for the Park Commissioners to duplicate a schoolhouse, for that is really what the field house is in a playground center."

Old Folks' Corner.—The West Chicago Park Commissioners have set aside a corner of Franklin Park and named it the "Old Folks' Corner." Here in the shade of the trees, those who have outlived the strenuous physical recreation of the playfield may while away their leisure hours in social pastime.

Not for "Charity."—Several men and women prominent in the recreation movement have stated from time to time that the need for playgrounds in

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each city is measured by the number of less resourceful families; that in the neighborhoods where the people are well-to-do, the leisure time is provided for in the home and through the church and other existing agencies so that there is not any great need to provide playgrounds.

This point of view is entirely contrary to the point of view held by the Board of Directors of the Playground and Recreation Association of America. In all discussions at board meetings it has been agreed that the children in the wealthy families need playgrounds just as much as the children in the poor families and that playgrounds, like public schools, should be provided for each section of the city. In many cases it is undoubtedly wise that the first playground should be established in the well-to-do section of the city. The neighborhood center in the schoolhouses in many cities is bringing together men and women of various classes. The neighborhood center is not wholly successful if it appeals either to the richer or to the poorer element in the community. It should appeal to all.

Art Society Bulletin.—The Bulletin of the Municipal Art

Society of New York, Number 7, contains illustrations of the Society's prize designs for a naval reviewing stand. These are the results of the annual competition instituted by the Society in the Society of Beaux Arts Architects. The first prize was awarded to Robert Palleson, of New York City.

Few cities have New York's problem of adding to the comfort and display of naval reviews but every city has problems such as the Municipal Art Society deals with. This Bulletin contains articles regarding the new zone plan, play streets for children, the activities and achievements of neighborhood associations. Copies may be obtained from the Society, 119 E. 19th St., New York City.

A Creed for Recreation Workers.—The *Detroit Recreation Bulletin* publishes the following creed of the recreation worker:

I believe in myself, in my ability to do my best. That I am enlisted in the ranks, fighting for one of the greatest causes ever given over for human labor to do battle. That I am working for the uplift of humanity, and through humanity, I am elevating myself.

My ideal is to do the great-

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est good, to carry the message of Him to my less fortunate brethren.

My mission is to teach them to imitate the virtue of Faith, in themselves, in their fellows, in eternity. To teach them to imitate the virtue of Hope for betterment and success in life. To teach them to imitate the virtue of Charity, of giving, of living, of doing their utmost for their brothers and sisters.

Physicians Favor Playgrounds.—Under the heading "Municipal Playgrounds," the New York Medical Journal says editorially:

"The street children of our large cities, what a sad tribe they are! How troublesome! How unfortunate! How much and how constantly in the way of death dealing chauffeurs and reckless drivers! Their shrill cries, their boisterous play, and their dangerous and inconvenient pastimes are the nightmares of traffic policemen and hurrying crowds, and more than justify their exclusion from the busy thoroughfares; so they are driven back to the alleys and cellars from which they emerged.

"It is impossible to listen unmoved to the pleas which the various playground societies put forth in their behalf. In every American city of today

there should be a playground society. The municipality which cannot boast a playground society acknowledges its backwardness in dealing with that great problem, the citizen of tomorrow. From birth the children of the poor have been written in misfortune's book. Born and nurtured in damp cellars, in pestilential rooms, and dark alleys, from the day that they first behold the light of heaven, the ensign of disease is livid on their cheeks and the pale flag of want blanches the young skin.

"American cities, which overflow with superfluities and extravagances of myriad variety, are almost destitute of playgrounds. It is a natural consequence of the high value of land in congested industrial districts. In most cities it is very difficult to find vacant spaces in central and thickly populated districts.

"Modern municipalities provide fire, police and health protection; but this is not enough, the future citizen, the growing child, must be helped."

Maryland Vice Commission Reports.—The Vice Commission appointed by the Governor of Maryland reports that the municipality should see that popular amusements are

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not detrimental to the welfare of the immature citizens. It should supervise a large number of the theatrical performances and censor moving picture shows where an appeal to sex is present. The Commission suggests that the city should establish municipal dance halls efficiently supervised, provide more parks and playgrounds, and encourage play and athletics in every way possible, and should also open school buildings and churches in the evening for entertainments.

Community Course in Music.

—A community course in music is being tried out in the public schools of Des Moines, Iowa, where free instruction is provided for all persons interested in music. The plan includes the 18,000 school children and is expected to inspire a greater desire for a musical education on the part of the city's 105,000 citizens. Old-fashioned singing schools have been restored in several communities. Each community will have its own orchestra, which will give frequent concerts during the school season. A special corps of instructors will give violin lessons to school children at a nominal fee of fifteen cents each.

At the close of the year the

best musicians from each of the community center organizations will be drafted to form one big organization.

A Business Proposition.—

An anonymous writer to the Montclair, N. J., *Times* declares: "There is nothing sentimental about playgrounds for schools. They are not primarily for the purpose of making children feel happy. They are a business proposition. If the next generation of citizens is to meet civic questions with the sane, balanced judgment of the present, it must have room enough now to race and leap and work at its play to full capacity, thus developing just as its predecessors did the power and the will to work at its work with equal vim later."

Relieving Monotony at Ellis

Island.—Immigrants at Ellis Island, many of them awaiting deportation, are finding the long hours less wearisome under the new plan of providing recreation. Besides play for the children, a band concert is given every Wednesday, with songs, folk dances and moving pictures as well. Rumors are heard of a swimming pool.

Junior Chambers of Com-

merce.—In Knoxville, Tenn., 275 boys from fourteen to nine-

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teen years of age, members of a Junior Board of Commerce, worked for the approval by popular vote of a \$50,000 bond issue for public parks and playgrounds. The boys published monthly *The Junior Citizen*.

The students of Washington High School, Portland, Oregon, have also organized a Junior Chamber of Commerce with a business manager, seven vice-presidents and a scheme of organization corresponding to that of the Portland Chamber of Commerce. The vice-presidents are heads of bureaus; civics, purchasing, employment, industrial, charity, development and publicity.

Protecting the Birds.—A number of state Audubon societies are combating an effort to break down the laws which prohibit the shooting of ducks and geese after February 1 and to substitute a provision that there may be shooting as late as March 31. The following letter suggests how everyone interested may help.

"If you do not approve of shooting migratory birds at a time when they are mating and in addition during an excessively long period of time, and in unnecessary numbers, and under conditions which are unfair to the birds and to the states and provinces north of

the Mississippi Valley, if you do not believe in unfair coercion of public servants by unfair political methods, will you not arrange for the circulation of as many petitions as possible, addressed to the Secretary of Agriculture, Washington, D. C., protesting against spring shooting of migratory birds anywhere in the continent after February 1, and in addition pledge yourself to the Department of Agriculture in the enforcement of the Migratory Bird Law. Also take occasion to make known your wishes on the matter to your representatives at Washington."

These petitions should be circulated and then forwarded to the Secretary of Agriculture at Washington, D. C., as rapidly as possible.

Girl Scouts.—Three years before the present slogan of preparedness became popular, as Mrs. Juliette Low told the second annual conference of Girl Scouts, of which she is president, the first troop of Girl Scouts was organized in Savannah, Georgia. Now, when American women realize so deeply their need and wish to prepare themselves to be more useful members of society, in a crisis, they look with admiration and respect upon the

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troops of young girls who already know things they should know in order to help their country.

Mrs. Low had organized Girl Scouts in England with the sympathy and approval of Sir Robert Baden-Powell and his sister and, returning to America, introduced the work in her home town, whence it has spread until 10,000 girls in America are now organized.

Headquarters until recently have been in Washington but now they have been moved to 17 West Forty-second Street, with Montague Gammon as Chief Scout Executive.

Among the activities for which proficiency badges are provided are: arts and crafts, music, cooking, invalid cooking, caring for children, horsemanship, needlework, swimming, woodcraft.

THE ATHLETIC BADGE TESTS FOR GIRLS *

The Playground and Recreation Association of America has adopted the following as standards which every normal girl ought to be able to attain:

First Test

All-up Indian Club Race	30 seconds
or Potato Race	42 seconds
Basket-ball Goal Throwing	2 goals, 6 trials
Balancing	24 ft., 2 trials

Second Test

All-up Indian Club Race	28 seconds
or Potato Race	39 seconds
Basket-ball Goal Throwing	3 goals, 6 trials
Balancing (bean-bag or book on head) ..	24 ft., 2 trials

Third Test

Running and Catching	20 seconds
Throwing for Distance, Basket-ball 42 ft., or Volley-ball 44 ft.	
Volley-ball Serving	3 in 5 trials

The athletic sports of the girls in rural communities begin largely in the schools. There are 226,000 one-room rural schools

* The revision of the badge tests for girls, with the addition of the third badge test, has been largely the work of Lee F. Hanmer, chairman of the special committee of the Association appointed to work out the tests.

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in the United States and because of lack of gymnasium equipment and dressing-room facilities, events requiring bloomers and bathing suits are not advisable. There are many splendid events which cannot be used nationally. For instance, rowing, swimming and other water sports are as impossible in many sections of the prairie countries as are skating and skiing in the south. Archery, golf, field hockey, horseback riding and tennis have been found to be quite beyond the means at the disposal of the majority of school girls in both city and country. There are communities in which any form of dancing does not meet with approval. In view of these facts, the above events have been agreed upon as most suitable for use throughout the United States.

Rules for Tests

There are no height, weight or age limits in the Athletic Badge Test for Girls. The following general rules shall govern the final tests:

Unless otherwise stated in these rules, there shall be but one trial in each event.

It is necessary to qualify in all three events in any class in order to win a badge.

No girl is permitted to receive more than one badge in any one year.

No girl is entitled to more than one first, second or third test badge even though a full year has elapsed since she last qualified for a badge.

If a girl has already qualified for a third test or a second test badge, she may qualify for and receive a badge for the lower test provided a full year has elapsed.

Directions for Events

ALL-UP INDIAN CLUB RACE

Draw two tangent circles, each three feet in diameter. In one of the circles place three one-pound Model BS Indian Clubs. At a point thirty feet distant from a line passed through the center of the circles, and parallel to it, draw a line to be used as a starting line.

On the signal the girl runs from the starting line, transfers the

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three clubs, one after the other, to the vacant circle so that they remain standing, and runs back to the starting line. The girl makes three such trips finishing at the starting line. The girl is permitted to use but one hand in transferring the clubs. The surface within the circles should be smooth and level. A wide board may be used when the test is made out of doors.

To qualify in this event for a first test badge a girl must make the three trips to the circles in thirty seconds.

To qualify in this event for a second test badge a girl must make the three trips to the circles in twenty-eight seconds.

POTATO RACE

On a direct line draw four circles, each twelve inches in diameter and five yards apart from center to center. Five yards back of the center of the first circle and at right angles to the direct line, draw a line to be used as a starting line. This is also the finish line.

On the first circle place a basket or other receptacle not over two feet in height and with an opening not exceeding one foot in diameter.

On the signal the girl runs from the starting line, takes one potato from the basket and places it in the first vacant circle (the one nearest the basket), runs back to the basket, passes between it and the starting line, takes the second potato from the basket, places it in the second circle, returns to the basket, passes between it and the starting line, takes the third potato from the basket, places it in third circle and runs back to the starting line. From the starting line she runs to the first circle, picks up the potato and replaces it in the basket, passes between the basket and the starting line, runs to the second circle, picks up the potato, replaces it in the basket, passes between the basket and the starting line, runs to the third circle, picks up the potato, replaces it in the basket, and runs across the finish line.

If a potato is dropped anywhere but in the circle where it should be placed or in the basket it must be picked up and properly placed before another is touched.

To qualify in the event for a first test badge a girl must cross the finish line within forty-two seconds from the time the signal to start is given.

To qualify in this event for a second test badge a girl must cross the finish line within thirty-nine seconds from the time the

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signal to start is given. Wooden blocks may be substituted for potatoes.

BASKET-BALL GOAL THROWING

The regular basket-ball goal may be used or a ring eighteen inches in diameter (inside). It should be placed ten feet above the ground and the inside rim should extend six inches from the surface to which it is attached.

From a point directly under the center of the goal draw a semi-circle with a radius of fifteen feet, for a throwing line.

The girl may stand at any point outside of but touching the throwing line. The basket ball used shall be of standard size and weight.

The goal may be made either by a clear throw or by bouncing against the back-board.

To qualify in this event for a first test badge a girl must make two goals in six trials.

To qualify in this event for a second test badge a girl must make three goals in six trials.

BALANCING

A standard balance beam, twelve feet long and two inches wide, may be used, or a two by four-inch plank, set on the two-inch side. The length shall be twelve feet.

There is no time limit in this event but there should be an endeavor to meet the requirements promptly, without haste, and with perfect poise.

In the first test the girl starts from the center of beam, walks forward to the end, without turning, walks backward to center; turns and walks forward to other end; turns and walks forward to starting point.

In the second test the girl starts from center of beam with a bean-bag or book balanced on her head and walks forward to the end; turns and walks forward the entire length of the balance beam; without turning, walks backward to starting point.

Two trials are allowed in each test.

RUNNING AND CATCHING

At a distance of thirty feet from the starting line and parallel to it, stretch a cord ten feet from the ground.

On the signal the girl runs from the starting line, tosses a bas-

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ket-ball or a volley-ball over the cord, catches it, and runs back to the starting line. Three such trips are made, finishing at the starting line. In case of failure to catch the ball, it must be secured, tossed over the cord (either direction) and caught before continuing the run.

The starting line and the cord should both be well away from any wall, backstop, or other object, so that neither the contestant nor the ball shall touch any obstruction during the run.

To qualify for a badge in this event the three trips must be made in twenty seconds.

THROWING FOR DISTANCE

A circle six feet in diameter shall be marked on the floor or ground. In throwing, contestants shall not touch outside the circle with any part of the body until after the ball has struck the ground. If any part of the body touches outside the circle, the distance made shall not be recorded but the throw shall count as one trial. Three trials are allowed and the best throw shall be taken as the record. The throw is to be made with one hand, and the distance required to qualify is forty-two feet with a basket-ball or forty-four feet with a volley-ball. If this test is made out of doors, it should be done on a day when the wind does not blow.

VOLLEY-BALL SERVING

A volley-ball net or piece of cord shall be stretched at a center height eight feet across the playing space. Twenty-four feet distant a line shall be drawn on the floor or ground parallel to the net. The contestant with volley-ball in hand shall stand facing the net and toeing the line with either foot. She tosses the ball with one hand as in tennis and strikes it with the other hand over the net so that it shall fall within a square ten by ten feet. This square shall be marked on the floor or ground ten feet from the net and at right angles to it. Five trials are allowed to make three aces. If the contestant steps forward over the line before the ball strikes the ground, no score is allowed, but it counts as one trial.

Badges *

The following badges have been adopted for the three different classes:

* Designed by Mrs. Edith W. Burroughs, New York City, for the Playground and Recreation Association of America, 1915. Copyright 1915

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The badge for the first test is distinguished by one star, the badge for the second test by two stars, the badge for the third test by three stars. All the badges are in bronze.

The Association recommends that each girl passing the tests be allowed to pay for her own badge, just as a young woman at college elected to Phi Beta Kappa pays for the key awarded.

Prices

The price, postpaid, either singly or in quantity is twenty cents each.

Ordering Badges

Public schools, private schools, playgrounds, evening recreation centers, settlements, church organizations, and other organizations of good standing in any city, town, village or rural community may use the tests adopted by the Association and certify on blanks furnished by the Association, the names and addresses of girls passing the tests, ordering the number of badges of each kind required. It is not possible for the Association to send out sample badges.

The American Committee on Athletic Standards for Girls will pass on each list certified. If such list is accepted by the committee, the badges ordered will be forwarded on receipt of the money for such badges. The Association will reserve the right to test girls whose names have been sent in if in the judgment of the Committee it seems desirable to do so. The Association will expect those certifying these lists to exercise the greatest possible care. The object in passing on each list is so far as possible to make sure that badges shall go only to such girls as have passed the tests required.

THE BADGE TEST

What It Does

Every girl ought to have poise and control over her body.

Every girl ought to be able to attain a minimum physical standard such as the committee of experts has formulated.

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Every girl passing the tests is authorized to wear this badge which stands for physical efficiency.

Girls from every part of America will pass the same tests and wear the same badges.

The girl who is physically efficient will be happier and more useful to society.

It is hoped that once each year in each city there may be a meeting of the girls who have qualified in previous years to welcome those who have just qualified and that this meeting will be made a notable annual civic event.

To raise the standard of physical efficiency among the girls of America is to give greater freedom, beauty, and power to the women of America.

Presentation of Athletic Badges to Girls

The Association suggests that the presentation of the badges be such as to deepen the sense of loyalty to their country in the minds of the girls receiving them, and also to impress members of their families and others who shall witness the ceremony. The following program is suggested:

1. Singing of Star Spangled Banner
2. Reading of Lincoln's Gettysburg Speech by the Mayor or some other adult

3. The girls who have been previously awarded repeat together the following declaration of allegiance:

I will honor my country

I will do my best to build up my country's free institutions

I will not disgrace my city or my school

I will try to keep myself strong for my country's service

4. The girls who are now to receive badges repeat the same declaration of allegiance to America

5. An address not to exceed five minutes on the subject, "For a Better America," to help deepen the feeling of patriotism

6. Award of the badges to those who have passed the first test, second test, third test

7. Singing of America—first stanza by those who have just been awarded the badges and those who have received them in previous years; the remaining stanzas by all who have gathered together

Wherever possible it will be found effective to arrange for a processional. If the award of the badges is out of doors, the presence of a band will help greatly.

PREPARATION—FOR PEACE OR WAR!

Geo. W. Ehler, Formerly Director and Professor of Physical Education, the University of Wisconsin, Madison, Wisconsin

A series of three articles dealing with the need for an adequate and rational system of physical education and the value and use of games and athletics as major factors in the preparation of American children and youth for the duties of citizenship, whether these be in time of war or peace.

I. AMERICAN VITALITY DECREASING—APPARENTLY

Communicable diseases decreasing and disappearing, death rates of children decreasing but—heart disease, apoplexy and diseases of the arteries, veins, kidneys and other vital organs are rapidly increasing—the death rate of men in the prime of life is growing greater, and—*the actual span of life is not getting longer!*

II. THE HABIT OF MUSCULAR INACTIVITY AND ITS FRUITS

Vitality—Organic Power, is the fundamental *sine qua non* of physical or mental efficiency. Hearts, arteries, kidneys, nerve centers—are the organs of vitality. Active muscles during childhood and youth are the only means of development of power for hearts and vital organs. Widespread investigation finds that *60% of city and small town children have no vigorous muscular activity. Their vital possibilities are never realized.*

III. DEVELOPING PHYSICAL AND MORAL VITALITY—A RATIONAL SCHEME

Man today inherits a living physical mechanism that was formed and fashioned and perpetuated during age-long periods of great muscular activity requiring vigor, vitality, skill, courage, judgment, endurance, social adaptability, cooperation, team play, loyalty, patriotism.

The demand for these same physical, mental and moral qualities is greater today than ever before in the history of the race.

The activities required to develop and realize these qualities in the man and woman of today are not different from what they have been in previous ages. They are the age old vigorous social, fighting, hunting and chasing plays and games of children and youth.

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Boys and girls trained in these activities grow taller and heavier, develop greater vital capacity and exhibit higher social and moral standards.

Preparedness—for War or Peace—requires these activities as fundamentally essential factors. Without them any scheme of education or training is doomed to failure.

PREPAREDNESS!

Major-General Wood says: "*A sound physical base is the first essential in any rational plan of national preparedness!*" These simple words of the great military expert and leader express a very obvious and very profound truth. Does the American public realize its gravity and importance?

The prevailing international conditions are demonstrating in no uncertain manner that some peoples have already learned and applied this truth, as shown in the physical efficiency of both their adults and their youths. What about "the physical base * * * the first essential" of the *present generation* of Americans? Have we any lessons to learn in regard to the training and education of the *coming generation*?

If the vast sacrifices of the European war should do no more for the United States than awaken it to the actual physical condition of its present mature population and lead it to adopt adequate constructive measures to insure the real education and the actual development of fundamental power—organic, muscular, nervous, emotional, intellectual—in the growing and developing generation, history would tell some time of the enormous benefit the terrible conflict conferred upon us!

It is assumed quite generally that "a sound physical base" is a characteristic of the present adult generation and that the United States is raising a new generation of hardy, rugged boys and girls with sound minds in sound bodies, animated by high ideals of morals and ethics and of social, civic and business relationships, fitted and trained to adjust themselves to the supreme demands of citizenship in a great free democratic nation. Is our confidence justified?

The past one hundred fifty years have seen great gains made in many civilized countries in reducing the average death rate and increasing the average length of life which is now approximately thirty-eight years in this country and still slowly rising. From this fact it has come to be believed that the vigor and vitality of

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the nation are improving and that we are stronger and healthier than our fathers.

Society in recent times has made vast strides in the care of its health as seen in the practical elimination, or the virtual control, of many diseases that have scourged mankind in the past. Great advances in public sentiment have established a new attitude toward the hygiene of infancy and we have seen the awful death toll of children under five years of age reduced approximately 27% between 1900 and 1911, according to the calculations of Dr. Dublin. Furthermore, during this same period it appears that similar decreases in mortality from communicable diseases have occurred at each age period up to forty for men and up to fifty-five for women.

But while these great gains have been made in the early years of life, the ominous fact appears that *the actual span of life is not increasing*. Instead of an increasing percentage of the population living to greater and greater age beyond the average, this percentage is decreasing, for the death rates for men are steadily growing larger beyond forty and for women beyond fifty-five, with a similar tendency toward earlier periods.

This same fact is further emphasized when considered from the standpoint of "expectation of life." The U. S. Census tables for Massachusetts show that while between 1880 and 1900 the expectation of life for children from one up to nine years of age *increased nearly two years*, it was at a standstill at 10, and had *decreased from six months to two years* at each age above nineteen, with the *maximum decrease of two years at each period from forty to fifty*.

Frequency of death before maturity is largely a criterion of the environmental condition, which is evidently improving, but with an enormous margin for further improvement, for *one-half of all deaths occur before twenty-three*. After forty mortality statistics are indices of vigor and vitality—organic power, the real basis of human efficiency. Vigor and vitality are primarily matters of the integrity of the heart and circulatory vessels, the kidneys and the urinary organs and the nervous system.

Investigation of the causes of death by the Life Extension Institute discloses these facts of profoundest significance:

"From 1900 to 1910, mortality from degenerative diseases (apoplexy, paralysis and diseases of the heart, circulatory system, kidneys and liver) increased from seventeen to thirty-eight per

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cent in eight states and from twenty to fifty-three per cent in eight cities."

"In the U. S. registration area, the increase from 1890 to 1910 was forty-one per cent."

"From 1880 to 1910 the increase in Massachusetts was eighty-six per cent and in New Jersey one hundred eight per cent.

When these data are investigated for the various age periods, it appears that the greatest increases are for the years beyond forty. In other words, we are witnessing a progressive decrease in the vigor and vitality of our mature population at the period of relatively greatest value, with the appearance of a tendency to similar conditions in the earlier years as shown in the following table by Mr. Rittenhouse.

INCREASE OF DEATH RATES FROM DEGENERATIVE DISEASES

Massachusetts—1880 to 1910

<i>Ages</i>	<i>Per Cent of Increase</i>
All	86.38
Under 5	30.80
5- 9	35.70
10-14	65.60
15-19	75.20
20-29	63.40
30-39	85.50
40-49	92.10
50-59	134.00
60-69	108.70
70 and over	113.00

It will take but a short time at the same rate in the same direction for the increasing mortality rate above forty to neutralize the decreased rate in the earlier years and eventually effect a decrease in the average age.

Most students who have expressed their views are quite agreed in charging the largest responsibility for this grave situation to the strain and stress of modern civilization as seen in the commercial, industrial and professional occupations, unsanitary living and working conditions, and the unhygienic habits of eating, working, resting and playing common in every social class.

And quite naturally and logically a similar agreement is found in regard to some of the proposed remedies. Observing the vast

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improvement in the mortality of children due to the adoption of hygienic and sanitary rules and practices in home and school and public places, it is believed that hygienic and sanitary improvement in the conditions of living and working, shortening the hours of labor, increasing the pay for the worker and practicing sane and temperate methods of recreation will produce like results among adults.

Professor Irving Fisher, in "How to Live," summarizes this problem as follows: "It seems evident that unless the increased mortality is due to some unknown biologic influence or to the amalgamation of the various races that constitute our population, it must be ascribed, in a broad sense, *to lack of adaptation to our rapidly developing civilization* * * *. The remedies, however, are plainly indicated:

1. "Eugenics, to improve the stock
2. "Periodic physical examination to detect the earliest signs of disease
3. "The practice of personal hygiene along the lines of ascertained individual needs"

Eugenics has its victories and gives promise of others to come, but—eugenics is concerned with the heredity of unborn generations. Our problem is closer at hand. If the generations already born but not yet matured can be protected in any appreciable measure against the prevailing tendency to deficient vitality in the years of maturity, we shall add somewhat to the immediate assets of the nation and at the same time possibly add something to the favorable prospects of future generations.

Physical examinations to detect individual needs and the practice of personal hygiene to meet those needs have demonstrated their tremendous value in preventing some of the terrible wastage of valuable lives. Their general adoption will be worth all they cost and result in the elimination of untold misery and in the saving of hundreds of thousands of lives annually.

But—in 1915, organic heart disease caused 9.4% of all the deaths of a great insurance company's policy holders, a group from which careful physical and medical examinations had removed every individual who had had any evidence of any organic disease or even tendency toward the same. In fact 44.3%—or nearly one-half of all the deaths of this company, were caused by diseases of the nervous, circulatory and genito-urinary systems, diseases against which particular care had been exercised in the selection of the

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group. These apparently perfectly healthy persons lacked the power of resistance. Why were their organs unable to stand the strain? Was the strain greater than it should have been or was the strength of these organs less than it might have been? Were the organs inherently weak, or did they simply lack the fullest development of their inherent power?

This subject is now receiving emphasis from another source that is of prime importance at this juncture when an endeavor is being made to increase the personnel of the army and navy largely. Attention has been drawn to the large percentage of rejections of applicants for enlistment in the United States Marine Corps, the report showing that out of 41,168 applicants during the current year only 9.31% were accepted as fit. The following table furnished the writer through the courtesy of the Surgeon General of the Navy shows the number of applicants for the Navy and the Marine Corps for the years 1911-1915 inclusive and the number of rejections on account of physical defects:

APPLICANTS FOR NAVY AND MARINE CORPS REJECTIONS FOR PHYSICAL CAUSES

<i>Year</i>	<i>Total Applicants</i>	<i>Total Enlisted</i>	<i>Physical Rejections</i>	<i>Per Cent</i>
1911	79,458	15,724	25,111	31.6
1912	73,364	17,743	32,527	44.2
1913	75,457	17,918	39,070	51.7
1914	88,943	18,948	47,240	53.1
1915	102,561	17,704	55,768	54.3

The interesting and startling fact in this table is the increase from 31.6% to 54.3% of the rejections on account of physical defects, an increase of 71.8%. This is significant in the first place of the unpreparedness of those who apply. In the next place it is an astonishing revelation of the terrible ignorance of this great group of men concerning either the needs of the service, or their own physical condition. Is this a reflection upon whatever system of education these men had experienced? It is to be remembered that these physically defective rejects are not the illiterates of the group, those are weeded out at the start. The physically defective have passed every other test.

Do these figures signify a deterioration of physique and vitality in the general population? Or, do they indicate that a less favored group of individuals is seeking admission to the naval

BOYS' CLUB WORKERS' CONFERENCE

service? If either is true, is it not a situation that calls for the closest attention by every citizen and demands radical treatment by every constituted authority, until the exact facts are disclosed and effective permanent remedies are established?

Fifteen or twenty years ago Great Britain was startled by the discovery of a similar situation, an apparent deterioration of the physique and vitality of the applicants at the army recruiting stations. It finally became necessary to lower the minimum standards. Then Parliament took a hand and instituted a searching investigation by a Royal Commission. Their findings were published in three great blue books in 1904.

A general conclusion from their evidence is to the effect that whatever general deterioration there may be in any single generation due to conditions of living and working, such degeneration is not transmissible to a succeeding generation,—that there is no general hereditarily progressive degeneration, but that each generation comes into the world with an inheritance equal to that of its progenitors and will realize its latent possibilities according as the conditions controlling growth and development are favorable or unfavorable.

The problem is not primarily one of eugenics, a better heredity for the vast group, 80 to 90% of all, who have a good inheritance, but of a better hygiene on the one hand insuring a favorable environment, while of equal importance is the other factor—activity, in the years of growth and development, without which the realization of the individual's inherited latent power of adjustment to, and resistance against the environment is impossible. The undeveloped organ is as great a menace as the pathologic organ. It becomes pathologic under strain. The increase of mortality from degenerative disease in the years of maturity, is directly paralleled by the decrease of developmental activity in childhood and adolescence.

(Note: The next article will discuss the relation of activity to the development of power and the fruits of inactivity.)

BOYS' CLUB WORKERS' CONFERENCE

Charles C. Keith, Assistant Secretary, Boys' Club Federation

The tenth annual conference of the Boys' Club Federation held recently at Scranton, Pa., was larger by one-third than any of the preceding conferences. The delegates realized as never before the

BOYS' CLUB WORKERS' CONFERENCE

importance of the part the Boys' Club Federation has to play in the organization of new clubs, and the advancement of the work throughout the country.

Problems of the superintendents and their solution were features of the discussions. For example, an entire afternoon was devoted to the discussion of *Social Work in Boys' Clubs* under the leadership of the superintendents themselves. The need of debating clubs, self-government ideals, dramatics and properly conducted dances for the older boys was emphasized; while such activities as will satisfy the game instinct and the love of storytelling were advocated for the younger boys.

Under the general theme, *Tests of Efficiency in Work with Boys*, the question of statistics received careful consideration. It was shown that the highest efficiency is reached only when the statistics are of such character as to result in a benefit to the community as well as to the individual boy. For instance, by a study of statistics it was found to be generally true that the majority of boys in the city of Syracuse who get into trouble with the police are behind in their school work. These backward boys are not necessarily abnormal, they are usually sick, and should receive the attention of the school physician, who, discovering the difficulty, works towards a cure, and the whole community is benefited.

The possibility of self-government in a boys' club is one result of efficiency in its conduct. This self-government may be of many kinds and degrees. It may be found in the group club which elects its own officers and conducts its own affairs; it may be evinced in the superintendent's cabinet or council, made up of boys either appointed or elected to the office, who meet regularly with the superintendent and plan the activities of the club; or perhaps it is more a feature of the organization, and we find a miniature city, with a mayor, city council and court, forming the executive, legislative and judicial departments. The boys may be considered the citizens and pay a city tax. Thus the boys themselves maintain the discipline, and punish the offenders against this discipline. In their meting out justice the boys are reminded that their function is to punish the wrong-doer, and is not to avenge the wrong.

A unique idea was carried out at this conference when the older boy delegates met together to discuss the ideal boys' club from the boys' viewpoint. Such questions as smoking and cardplaying in the club rooms were freely and frankly argued pro and con, with

BOYS' CLUB WORKERS' CONFERENCE

the ultimate decision opposed to the former and in favor of the latter under supervision.

A proposal to organize an Older Boys' Association of the Boys' Club Federation, with its own officers and constitution, holding an annual conference in conjunction with that of the Federation was favorably received. A president, vice president, and secretary-treasurer were elected and a constitution committee appointed. This work will be followed up and the Older Boys' Association will draw its membership from every available boys' club in the country.

Through the courtesy of the Victor Talking Machine Company an illustrated lecture on *Music in the Boys' Club* was given by James E. Corneal, bringing out the great value of some such machine as the Victrola in the club to inculcate in the boys the love of good music, and to afford them an opportunity to study the interpretation not only of songs, but of every musical instrument, as given by the great masters.

Under the general theme of *Vocational Training and Guidance*, H. S. Braucher, Secretary of the Playground and Recreation Association of America, addressed the conference on *A New Vocation*.

Mr. Braucher said in part:

"At present the development of neighborhood playgrounds is limited by the need for men. Even the most successful workers find such opportunities open to them that they feel the work is held back by their own limitations. This new profession needs the ablest men. The future depends upon bringing in the ablest men and making sure they have the best training. Workers with boys can help by interesting their most capable boys—if they are capable enough to consider service in this field."

E. M. Douglass of the Curtis Publishing Co. presented the question of *Vocational Guidance in Salesmanship*, outlining the policy of his firm in training boys to become master salesmen. This was made very clear by a three-reel moving picture, shown for the first time at this conference, entitled *T. J. Morgan*. The picture is a most interesting story of a bright, ambitious, but very normal boy, and his struggle to become a master salesman.

At the Annual Meeting of the Federation the following officers were elected:

President, William Edwin Hall

Vice President, Dr. Orison Swett Marden

Secretary, Hon. Edwin O. Childs

MUNICIPAL CONTROL OF ATHLETICS IN ST. LOUIS

Treasurer, Walter Seligman

Knowing the truth of the little epigram about "all work and no play" the committee of arrangements provided a splendid automobile ride through the parks and suburbs of Scranton, including a visit to and an exploration of a coal mine.

The ride concluded at the Country Club where an informal banquet was tendered to the members of the conference. Here, with the burden of serious work lifted for the moment, the delegates proved themselves to be genuine workers with boys—and to be the genuine article one must have considerable of the boy within him. Songs from one table were answered by cheers from another, while a third proceeded to do a lock step around the room and subject the dignitaries at the head table to a course of treatment that many of them had not had since their college days.

A conference birthday cake, gorgeously bedecked with its ten candles was lighted amid the cheers and prophecies of the entire assembly.

For the first time in the history of the Federation medals were awarded for meritorious service to those who had earned them through long years of work. The medal itself represented ten years of service and for each five years after the first ten a bar was added to the medal.

A little professional singing, enough good speaking, and the banquet was over, and so was the greatest Conference ever held by the Boys' Club Federation. Every worker returned home with a new determination to labor more diligently if possible, and to make the vision of service he had caught at Scranton stand him in good stead in the busy days of the year to come.

THE MUNICIPAL CONTROL OF ATHLETICS IN SAINT LOUIS*

Rodowe H. Abeken, Superintendent of Recreation, Saint Louis, Mo.

The increasing popularity and surprising results attained from the various Municipal Amateur Athletic Leagues of St. Louis establishes the fact that this branch of recreation work is one of the greatest fields for development. These Leagues have been the means not only of fostering the love of sportsmanship, honesty

*Information regarding organization and by-laws of this Association appeared in the *Playground* of July, 1914.

MUNICIPAL CONTROL OF ATHLETICS IN ST. LOUIS

and fair play and providing active play under leadership for thousands, but also of bringing scores of thousands of persons of all ages and both sexes to visit the parks and playgrounds.

The larger boys and young men, no less than small children at their slides and sand pits, often tire even of such virile games as baseball and soccer, if left to their own devices. There is nothing after a game is played, but a next one just like it and nothing accomplished by either one. Perhaps the players then will either become prey to a mind-killing listlessness or begin to drift to places where they may find more exciting, though less wholesome pastimes.

The Division of Parks and Recreation has attempted to counteract this tendency and to quicken the interest in healthy sports by officially enrolling the members of play-teams and by organizing the teams into various leagues, thereby giving a purpose to the efforts expended in each individual game and rendering each victory one step of many towards a final purpose—the championship of some particular sport.

Convenient portions of certain parks were set aside for soccer football, baseball, tennis and golf. Basket ball, as an indoor sport, was tried and was patronized by more players and spectators than the only available place for it, the police gymnasium, could accommodate.

Courts and links for tennis and golf were prepared by the Department and then turned over to individuals in the order of applications—the players furnishing their own paraphernalia. The number of applicants was large, much larger than could be accommodated; the number of spectators in these two sports, however, was insignificant.

In marked contrast to this, baseball and, quite unexpectedly, soccer football soon became very popular and afforded healthy exercise for thousands of young men, and on holidays a healthy diversion of mind from the weekly grind for tens of thousands of spectators thus becoming in the full sense of the term, public recreations. Except in very bad weather, in spite of the absence of seating and of other conveniences usually found on private grounds, crowds were present at each one of a dozen different games played at the same time in as many different parks. As many as fifteen thousand persons witnessed at times some particularly interesting game.

This popularity has been steadily increasing from year to year, the soccer league increasing during a period of four years from eighteen to thirty-two teams and the baseball association

MUNICIPAL CONTROL OF ATHLETICS IN ST. LOUIS

within three years from sixty-eight to one hundred and fifteen teams. This is largely due to the manner in which the active participants in these games were organized.

All known amateur baseball teams were invited to form leagues, each league to elect its own president, vice-president, secretary and treasurer. These leagues then organized as the Municipal Baseball Association under the control of an executive committee. Soccer, basket ball, golf and tennis were organized in a similar manner; each of these sports, however, constituting only one league with its own executive committee.

The executive committees are composed of a chairman and four associates. The enrolled team members of the sport elect the four associates, two of whom are active members in the league and two who are chosen from outside of the organization. The chairman is appointed by the Commissioner of Parks and Recreation. An executive committee has charge of the property and funds of this league, arranges its schedule, awards the honors and settles all disputes within its province. By this means sufficient authority is created to preserve discipline and to counteract any attempt to commercialize or to professionalize the public games, without sacrificing the principle of self-government. An additional advantage of this form of organization is that it gives practice to the young man in many of his future civic duties.

The pre-eminent feature of the organization upon which its success is based is this democratic system of conducting the activities.

To stimulate interest in public athletics further, an attempt has been made to arrange interurban games with champion teams from other cities. The prospect of a pleasant trip, free of cost, is a great inducement for young men to join and do their best on some athletic team. For this purpose a central council composed of elected representatives from the league committees was contemplated, to control the local inter-league relationship and to represent the Municipal Athletic Association when dealing with similar organizations of other cities. One such excursion of a local champion team to Cleveland was very successful. Necessary funds in this case were raised by charging admission to one of the final games played on a well-equipped private field by permission of its public-spirited owner. This, however, and the proposition to charge a small fee for admission to membership is not in strict harmony with the fundamental principle of public recreation

BOOK REVIEWS

and should be avoided, as soon as other resources become available.

COST OF MUNICIPAL ATHLETICS TO SAINT LOUIS

	From April 1, 1914 to April 1, 1915
Baseball	Cost to Department.....\$2,513.79
	Estimated attendance all season..... 400,000
	Per capita \$0.0063
Soccer	Cost to Department.....\$ 450.00
	Estimated attendance..... 190,000
	Per capita \$0.0023
Golf	Cost to Department.....\$5,284.00
	Number of games played..... 51,541
	Number of permits issued..... 4,050
	Cost per game \$0.0125
Tennis	Cost to Department.....\$3,083.00
	Number of permits issued..... 14,150
	Number of games played..... 110,656
	Multiply by 3, number of participants 331,968.
	Cost per participant \$0.0090

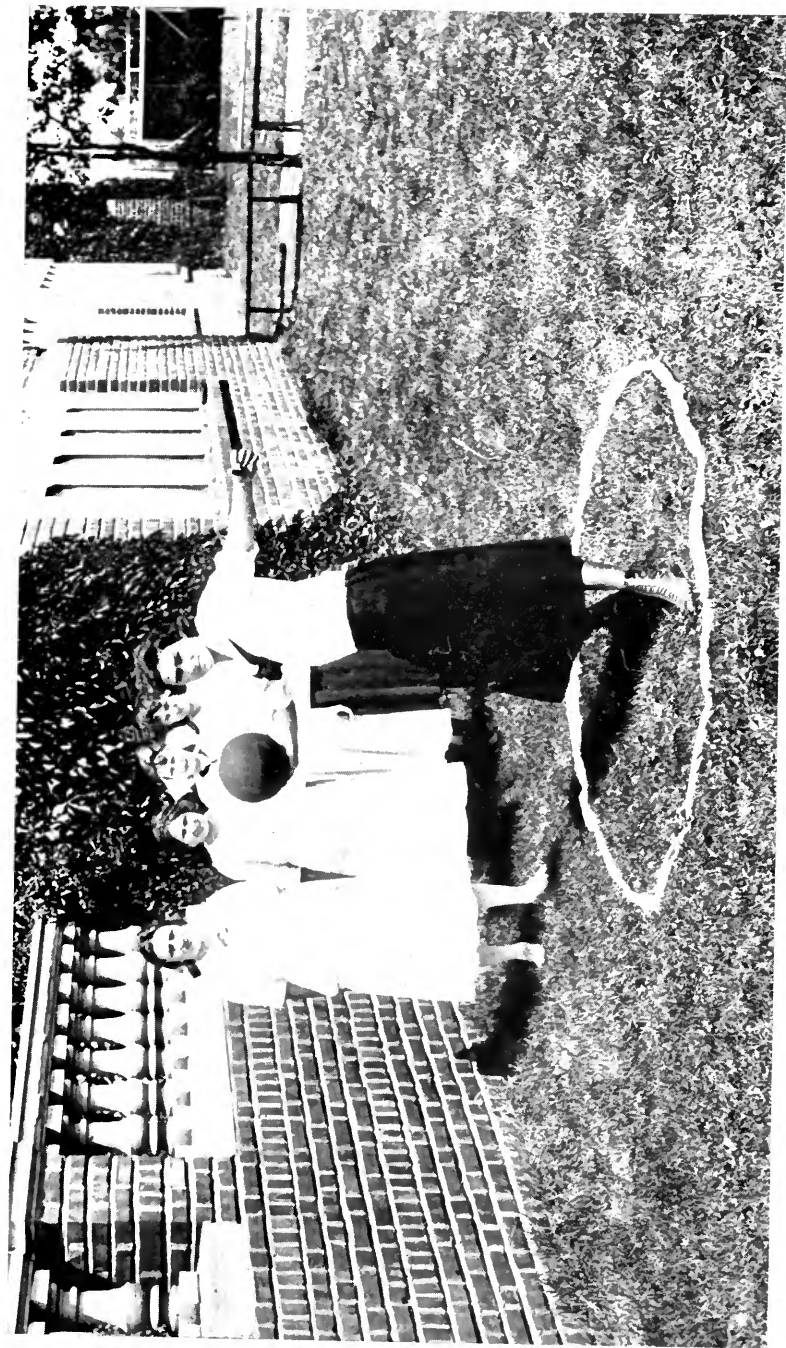
BOOK REVIEWS

THE CHILD WELFARE MANUAL

Prepared by the Editorial Board of the University Society. Published by the University Society, New York. Price, \$6.50

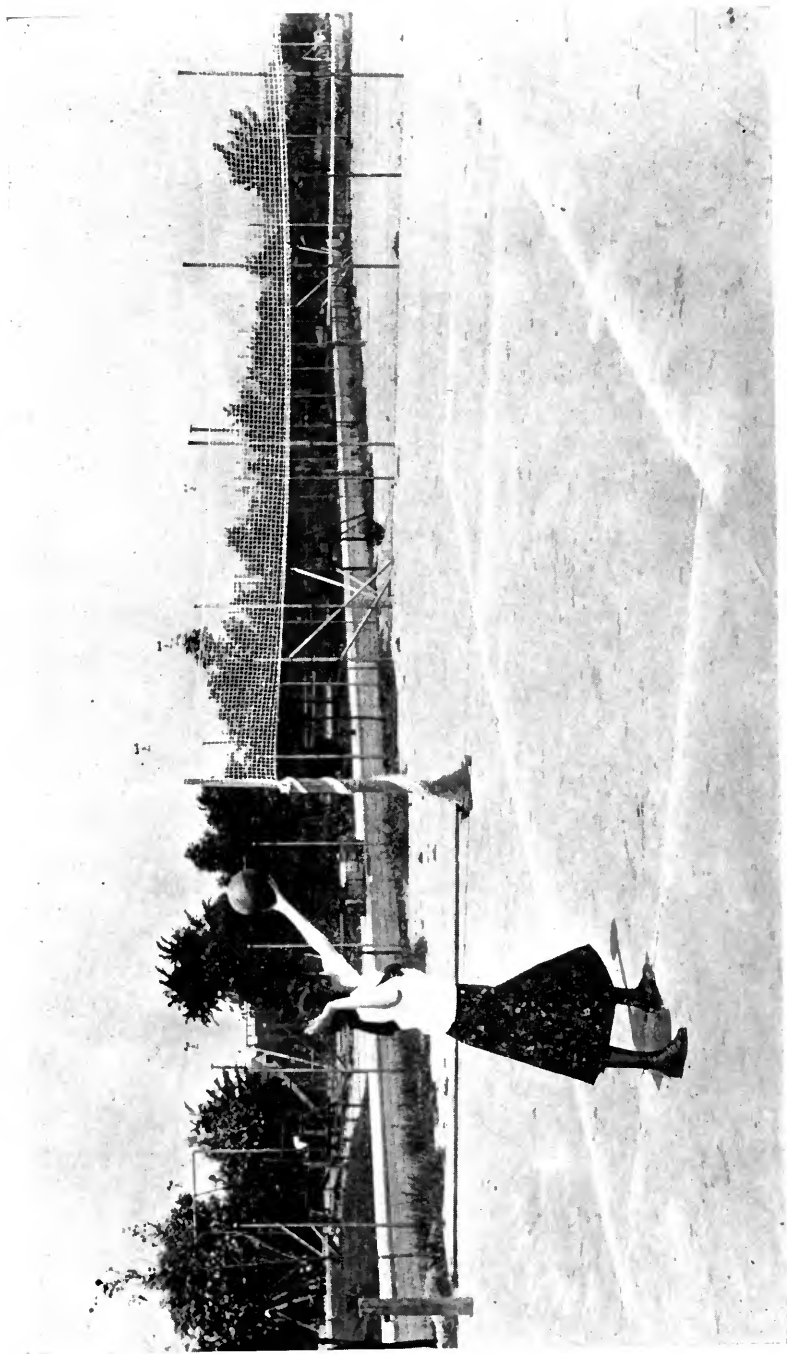
Within the two volumes of this manual lies a whole library of the things parents and teachers like to know. Volume one deals more particularly with physical life and problems, volume two with mental and moral life and problems, including altogether an astonishingly wide scope. Each phase of each subject is discussed by an expert, known and recognized as such, often the author of longer books or articles on the same subject. Charles W. Eliot and Martin G. Brumbaugh write of mental development in school and college, William Byron Forbush of teaching the little child to think, of government in adolescence and our own Joseph Lee of home play and playgrounds.

The books make interesting reading and valuable reference. The cause of childhood has been well served by the publication of such a manual.



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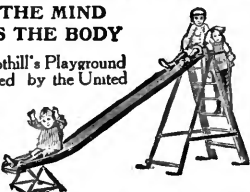
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International Recreation Congress

Grand Rapids, Michigan,
October 2-6,
1916



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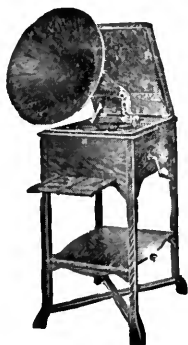
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FISHING SEASON IN FULL SWING

THE WORLD AT PLAY

Recreation Congress.—A few of the speakers at the big general sessions of the Recreation Congress to be held at Grand Rapids, Michigan, October 2 to 6, 1916, are: Hon. Newton D. Baker, Secretary of War; Major-General Leonard A. Wood; Hon. Woodbridge N. Ferris, Governor of Michigan; Thomas Mott Osborne, Warden Sing Sing State Prison; William H. Wirt, Superintendent of Schools, Gary, Indiana; Joseph Lee, President Playground and Recreation Association of America. A large number of the leading recreation workers have agreed to answer questions regarding play and recreation problems. Hundreds of men and women are working to make the Congress as helpful as possible.

Neighborhood Centers at the National Federation of Settlements Conference.—A very interesting session of the Conference of the National Federation of Settlements held at Long Beach, New York, during the month of May, was that devoted to new forms of social work developed during 1915. Naturally the increasing number of neighborhood centers in public schools came in for a good share of attention.

Dr. Nathan Peyser, of Public School 39, New York City, outlined the growth of the East Harlem Community Association. Beginning with the desire of the Welfare League of No. 39 to lower the appalling percentage of juvenile delinquency, a real community association has grown up, with eight public schools and every other social agency in the district represented upon it. A survey revealed that most juvenile delinquency resulted from misdirected play. Baseball, handball and athletics of all kinds were thereupon organized; clubs of various kinds—walking, dramatic, musical, industrial—were started; motion pictures were given in the schools after school hours and in the evenings; playgrounds were established in four school yards with play leaders in charge.

Dr. Michael Sharlitt of Fellowship House, New York City, said that in the settlement's work of following up boys and girls from the Hebrew Sheltering Guardian Society, one of the chief needs to be met was found to be that of proper recreation. For about thirty-six per cent this is the great need.

Greenwich House, New

York, aided largely in developing the neighborhood center in Public School 95. The settlement secured the use of the school twice a week and carried on activities under the leadership of workers from the settlement. Later the work was taken over by the neighborhood but the settlement still continued special classes in carpentry, music, pottery and athletics for boys who were particularly adapted to these activities or who seemed to need them especially, and in various other ways close cooperation was maintained.

Librarians in a New York City library "harnessed" a gang which gathered in a vacant lot adjacent to the library for the sole purpose of making trouble by securing volunteer leaders and turning the lot into a playground.

The Great Melting Pot.—If anyone doubts the place of the playground in the Americanization of aliens, let him glance over the nationalities of the eighty-one boys who make up the nine teams in a public school baseball league: German, 27; Scandinavian, 19; Irish, 13; Jewish, 8; French, 7; Poles, 4; Negroes, 2; Sioux Indian, 1.

How Many Think So?—A play leader of fifteen years'

experience declares playgrounds are more needed in prosperous sections than in poor and congested districts. Says she, "We have the most loyal cooperation from children in our downtown district playgrounds. The children accept the directions of the play leaders gladly without comment. In those sections where we naturally expect courteous children because of superior home conditions there is quarreling and pouting and trouble. I should rather direct half a dozen playgrounds among our resident foreign population than one among the so-called better class of American children."

The Correlation of Sex Education and Directed Recreation.—The above is the title of a three weeks' course offered to teachers and social workers by Mabel S. Ulrich and Elsa Ueland at the Training School of the Y. W. C. A., New York City. Lectures covering all important phases of the subjects, round table conferences and visits to laboratories and recreation centers made up the course.

No Military Drill for the Adolescent.—Physical education men are, many of them, of the opinion that preparedness should mean the development

THE WORLD AT PLAY

of a strong and robust body, the teaching of the hygienic principles of living and the training of competitive skill and courage rather than specific military drill. At the American Physical Education Association meeting in the spring, several prominent speakers opposed military drill for adolescents on the ground that weakened bodies and a distaste for things military were the chief results. Both England and Germany have learned that military training must not begin too early and in Switzerland it is deferred until the lad is nineteen.

Royal Palm State Park.—

Ceded to the club women of Florida in perpetuity by the state legislature, this new park of 1,920 acres provides for the conservation of a dense growth of tropical forest trees, among them nearly 1,000 royal palms, many of which have attained a height of 100 feet. A botanical garden, bird sanctuary and game preserve will be established. Pending the appropriation of a maintenance fund by the legislature, the women of the state are raising a "mile of dimes" for this purpose.

National Camping Ground.

—Mt. Mitchell forest, one of the most beautiful of nature's gardens in the eastern part of

the United States, located in the heart of the Appalachian mountains, is to be opened to the public for camp and recreational purposes. The government acquired the area of the reserve and later determined to convert it into a great playground for the people of the entire country. Complete maps and descriptions of the country will be made which will be turned over to the Southern Railroad for distribution. Temporary camp sites will be free and permits for summer homes will be not less than \$10. The only expense which will attach to living in the park will be the cost of subsistence.

New Use for Public Square.

—During the holidays last winter a troop of Boy Scouts camped out in the spacious public square of Cleveland, Ohio. All the paraphernalia and procedure of camping were made use of—and the campers had a royal time and Cleveland citizens agape learned much of scouting and the joy of the open air.

Immense Wading Pool.—

Humboldt Park, Buffalo, boasts a wading pool 1,800 feet in circumference, graduated in depth from six inches to thirty inches. A four-inch feed pipe supplies water from the fountain basin, 350 feet distant.

THE WORLD AT PLAY

The bottom of the pool is of puddled clay with a drain in the center of the pool, to make cleaning easy. The approach to the pond is made attractive by grassy slopes and flower beds. Granite steps lead into the water and just outside the six-inch curbstone set in concrete, which surrounds the pond, runs a footpath thirty feet wide upon which settees are placed so mothers and nurses or other interested ones may watch the festivities of the small waders.

Community House for Weston Field.—Residents of Scranton, Pennsylvania, are again rejoicing in the liberality of Charles S. Weston, who gave the city but a few months ago a recreation field worth nearly \$50,000. This time, Mr. Weston is joined by his sister, Mrs. Frank M. Bird, and the gift is the provision of \$30,000 for an adequate field house for the recreation field. The sole stipulation is that the house shall be erected as a memorial to the mother of the donors, Mrs. Susan S. Weston.

As to Placing Bird Houses.—The 1915 Report of the Massachusetts State Ornithologist advocates placing many boxes in a limited space rather than a few here and

there. Brookline, Hopedale, and other towns put up many scattered boxes, which were occupied by squirrels or by English sparrows. Boxes placed in the woods or near the edge of the woods were not taken by the birds. Those placed on short poles or isolated trees with a wide band of zinc placed around the tree at least four feet from the ground to prevent cats, mice and squirrels from climbing them proved most popular with the birds.

Verboten.—Types of Apparatus and Rules for their use in Philadelphia Playgrounds.*

The experience of Philadelphia with its 128 playgrounds has shown the wisdom of adopting certain rules which, it has been found, children not only live up to, but see to it that others also obey. The following are some of the rules for the prevention of accidents and preserving the general moral tone of the playground:

To prevent accidents, always look for the danger zone. (These are either lines painted on the ground, or ropes stretched near some dangerous places.)

Swings—It is against the rules:

1. To stand up on the seat

* Courtesy of the *American City*

THE WORLD AT PLAY

to swing or to start the swing

2. For two children to occupy one seat

3. To push and run under the swing, or to push by holding on to the feet of those who are swinging

Sliding Boards—It is against the rules:

1. To slide down in a standing position

2. To walk or crawl up the slide

Giant Stride—It is against the rules:

1. To take a twist

2. To push anyone around

3. To tie the ropes together

Baseball with a hard ball and a bat is positively prohibited. A light ball and bat may be used in very large yards, if permission is granted by the office.

Smoking is positively prohibited.

Toilets—Children are forbidden to play games in or around toilets. All persons are warned against loitering in or near the toilets.

Of further interest to those who desire to keep in touch with playground development are the recommendations as to playground equipment. Supervisor Philip G. Lewis, in his section of the report, advocates the following: a four-seat swing frame, giant stride, seesaw (two boards), sand bin,

sliding board, a double horizontal bar, some balls, ring toss and rubber quoits. The cost of equipment of this character is approximately \$200. Mr. Lewis noted further certain improvements in the play apparatus, as follows:

Swings—Iron rods have been equipped with a special "Turn," this acting as a locking device at the seat and at the ring on the cross beam.

Safety Zone Standards—These are iron bases to support a rope stretched around any apparatus to warn the children of danger.

Giant Strides—Filling the upright pipe with material to deaden the sound of the chain knocking against the pipe is a great improvement.

Sand Bin—The bin is now made collapsible, with malleable iron side and corner fittings. The bin can be put together and taken apart without any bolts, screws or tools.

Basket Ball—The outer seam ball is reinforced with a patch on that part of the ball where the majority of the seams meet. The result is that last year fewer balls were used than in several seasons previous.

Indoor Baseball—This ball is now being made with the outer seam, also with a much heavier hide. The outer seam

THE WORLD AT PLAY

enables the teacher to repair the ball in a much shorter time and with much less difficulty than formerly. This ball lasts much longer than the regular seam ball.

Repair Kit—The necessity of constantly repairing balls prompted the idea of a repair kit to contain the following articles: Six 2½-inch round-point carpet needles; 6 yards of rawhide lacing, 3/16 inches; 2 ounces beeswax; 1 tube rubber cement (small size); rubber for patches for mending bladders; 100 yards of linen thread for sewing balls. Much money has been saved by the introduction of this repair kit.

Declares Swimming Best Exercise.—Lovers of the "dip" will rejoice to know that Amherst College has judged swimming the best exercise, for all reasons, for boys between fourteen and twenty. It exercises all the muscles, tends to bring about uniform development and is in itself cleansing, both inside and out.

Turks Welcome American Gymnasium.—Y. M. C. A. workers in Constantinople before the war were finding a widespread awakening to the need of physical exercise. An athletic club had been organized and the young men of the

city were eagerly taking up football, baseball, tennis and general athletics. A \$20,000 gymnasium was being planned. The promoters are for the most part interested almost solely from a commercial point of view. Says a Y. M. C. A. leader: "While the Moslem leaders and the leaders and officials of the Greek and Armenian churches are far from one opinion as to the need and value of the definitely religious message which we bring, they are united on the need for physical education and are ready to accept leadership in this regard."

Drama League Work for Children.—The Junior Work Committees of the various centers of the Drama League of America are doing much to provide better dramatic entertainment for children. The Columbus Playhouse has already been noted in these columns. Among the other cities doing like work are Portland, Oregon and Kalamazoo, Michigan. In Portland the work takes the form of arranging children's moving picture matinees. *Little Lord Fauntleroy* and Constance D'Arcy Mackay's *Silver Thread* have been presented. The number of such films available is increasing and every demand

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helps to increase the supply, for the makers of films are eager to work up productions for which a market is assured.

In Kalamazoo, the children themselves provided the program from dances, music and dramatizations they had previously used in school. One hundred sixty children participated before an enthusiastic audience of 1,300 at the first program, given the day before Washington's Birthday. A second program in March was equally successful. Even more ambitious efforts are planned for the coming season.

More Dramatic Organizations.—The Madison Square Players of New York City and the Community Players of Richmond Hill are to be added to the growing list of those whose recreation gives opportunity for self-expression. More power to them! Serious students of the drama see the hope of American art in the multiplying of such organizations.

Making Music for the City.—One band, ten school orchestras and one social center orchestra has Sioux City, Iowa, to show for effort during one school year to introduce instrumental music into playground work. The chil-

dren buy their own instruments; music and instruction are free. As soon as the players can read music readily they are put into the orchestra. Lessons and rehearsals take place for the most part just after school.

These orchestras are very much a part of the life of their respective schools. They play for marching, for school entertainments, and are occasionally brought together for great civic events.

Making Storytelling Count in Peoria.—Miss Ella Bridges, engaged by the Child Welfare League to tell stories to Peoria's children through the summer months, proved her work to be of such value that in the fall the work was taken over by the public library as a permanent department. Many teachers and mothers are studying the art under Miss Bridges and carrying the work out into the city. Stories have been told regularly in the public schools, settlements and recreation centers, a number of story-telling groups formed, among them two branches of the national storytellers' league. A summer school of storytelling was conducted during the month of July.

Saturday Morning Story Hours.—Four Saturday morn-

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ings found the kindergarten rooms of Atlantic City, New Jersey, open for two hours for the reading and telling of stories. The object was to give opportunity for training to teachers and high school seniors as well as for the benefit of the children attending. So successful was the experiment that it is to be repeated.

Rochester Storytelling.—
Playground children in

Rochester, New York, have been enthusiastic over the storytelling by a special librarian and storyteller from the public library. Books are lent through the playgrounds.

Park Superintendents' Convention.—The eighteenth annual convention of the American Association of Park Superintendents will be held in the City of New Orleans, October 10-11-12, 1916.

SELF-RESPECT

Howard S. Braucher, Secretary, Playground and Recreation Association of America, New York City

"The payment of money for privileges received in a neighborhood center encourages a feeling of self-respect." Advocates of dues and charges in neighborhood play centers are ever putting this theory before us. This statement is beginning to be quoted as if it were an accepted truth.

Do men feel more self-respect when they pay for walking across a bridge than when they go across free? Should I feel more self-respect if I paid to look at the sunset from Riverside Drive? Would the school boy feel more self-respect if he paid something for the privilege of sitting in school? If he paid for the use of his text books? Would the college boy feel more self-respect if he paid tuition at the state university? Should I feel more self-respect if I paid to take a drink from the wayside spring or from the mountain brook? Should I feel more self-respect if I paid when I look upon Niagara Falls? Lie and listen to the whispering of the wind in the forest—is it impossible for me to respect myself unless I pay?

When I join the boys at the old swimming hole at the brook,

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is my only way of obtaining self-respect to pay somebody something for the feeling of the water upon my body?

O America, America, can we thy children think in no terms except money—money—money! You cannot pay—there is not enough money in the world to pay for the music of the birds singing in the early morning, for the changing clouds upon the mountains, for the ripple, ripple of the brook, for the joy of swimming as you give yourself up to the water, for the wonders of neighborliness as you stand with other boys on the street corner, hunt in the gang with them, play on the teams together.

Civilization—I do not care for civilization if as I come in from the open country to live the life of the city you tell me a price must be fixed for everything or I cannot keep my self-respect. That which is above price, comradeship in sharing the beauty of life, of motion, of sound, of color, most of all the beauty of the human mind at play, the soul leaping to find itself—give me and my friends opportunity to enjoy this freely or I leave your indoor world to get out where I can breathe. I'd rather have the dusty street open to all for our neighborhood center and play and dance and sing there with all who come—than go indoors with those who cannot respect themselves unless they drop a piece of silver.

Like everyone else I am uncomfortable when I find myself feeling deeply on any subject. But I do not want my blood to flow slowly when I think of those who have lived so long in the city shut in, giving or taking no service without pay, that they cannot think except—the language of money. Remember there are still millions of people who are not living in the large cities, there are millions in the cities who still remember the land from which they came where without shame they gave and received neighborly service without money.

No self-respect without charges—without an opportunity to pay! Some things belong to our common humanity. One is the right to share, to receive and to give the measure of beauty that comes our way.

Cling to your charge philosophy—let even the wayside spring have its price—and ultimately the springs of life will be dried up. Great souls will cease to be born in a country that puts a price even on neighborliness.

THE QUICKSANDS OF WIDER USE

Clarence Arthur Perry, Associate Director, Department of Recreation, Russell Sage Foundation, New York City

It is my purpose to point out this morning two or three treacherous spots in the path of the wider use movement. They are places where unwary workers will find the footing exceedingly bad, where without great care they may indeed be completely engulfed. These quicksands consist of schemes or theories of wider use—or as I prefer to call it—community center administration which at the present time enjoy considerable vogue in current discussions of the movement. It is not that either of these schemes, or plans, is wholly impractical or wholly wrong. The danger, as I see it, lies in the fact that they are incomplete, that they each tell a truth but not the whole truth, that each by itself lays an emphasis that is misleading.

There is no intention in this paper to discuss the origin of the notions which we shall attempt to evaluate. They were formulated by men to whom the movement is vastly indebted, without whose imagination, enthusiasm and industry the movement would still be quiescent and but dimly conscious of its large destiny. If we succeed in uncovering defects in the plans these leaders have put forth we must always remember that we are considering the defects of somebody's virtues.

The first of these theories we shall consider is the one that lays emphasis upon an exclusively official management of the school center. According to this scheme a community center is created by act of government. In its management no recognition is given to any private, sectarian or exclusive group. Whatever is done administratively is done by some official of the board of education or of the municipal government.

This plan of administration is presented to us in two forms, the first being that in which the schoolhouse doors are simply opened to the public by the authorities and no staff put in charge. This is exemplified in the Wisconsin statute which compels school boards to open their buildings whenever desired by a non-partisan, non-sectarian, non-exclusive association. The main difficulty with this plan is that under its operation community centers are *not* vigorously promoted. Fortunately there is some experience to

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point to. During the season of 1914-15, according to a report issued by the University of Wisconsin, the meetings in some 500 school buildings, which were denominated community centers, averaged less than one for every two weeks of the school year. Now I don't know how it is out in Wisconsin, but according to my notion of a community center, a school building which is not open oftener than once a fortnight on the average is hardly entitled to be considered in that class. Be that as it may, however, the promoters of school extension work in Wisconsin were themselves not satisfied with the amount of activity this law stimulated because they attempted, without success unfortunately, to amend it so as to provide the services of a paid secretary in schools which were desired as centers. In its present form the section of the Wisconsin law (Section 553 D) to which I have referred has the educational value of recording the State's desire that all school buildings be considered discussion centers, but it does not provide the machinery for effectually translating that desire into fact. Another section of the Wisconsin law (Section 435 E), however, provides that the question of levying taxes for community center work shall be made the subject of a referendum. Under this section Milwaukee, for example, is carrying on an intensive school center work of unusual efficiency along recreational lines but it has never laid much emphasis upon civic and forum activities in its programs.

In California there is a school law which declares, in effect, that hereby a civic center is established at each and every public schoolhouse. That law was enacted in 1913, and yet one does not hear that it has so far been responsible for a tremendous amount of activity in the California school centers. If it had produced much I am sure we should have heard more about it. The conclusion of everyone who examines the facts is that just opening school buildings does not transform them into community centers.

We come now to the second case under the exclusively official form of community center management, that in which a paid staff is employed to administer all the activities. This plan has been tried in a number of cities and found to be not wholly satisfactory. Experience shows that it is a form of administration which suits certain types of activity and not others. Through a paid staff selected on a civil service basis organized classwork, public lectures, reading rooms, athletic games and juvenile activities generally may be fairly well administered. But the traditional official form of administration shows short-comings when it attempts to handle many

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other activities, particularly those for adults and the older adolescents. I refer to such activities as amateur theatricals, choruses, celebrations, social affairs, public discussions, and mutual improvement societies.

The fundamental difficulty with the purely official type of administration is that it is psychologically not adapted to the material upon which it is supposed to work. Take, for example, the Wisconsin law that is based upon the assumption that a non-partisan, non-sectarian, non-exclusive association can exist, or ever has existed. In school center work we do not compel people's attendance. Of a necessity we deal with voluntary groups. Every voluntary grouping of individuals must necessarily stand for certain particular things and because they stand for those things they are, in a sense, partisan. Being bound together by a common aim they automatically and really, even though not in a legalistic sense, exclude all persons who are not animated by the same purpose. Even the body of citizens who rub elbows once or twice a year at the ballot-box is in a way an exclusive organization. It rigidly excludes minors, convicts, Orientals, all citizens of other countries, and in some benighted states even educated females. A non-partisan, non-sectarian, non-exclusive association is simply a nonentity, and any system of community center administration that is adopted solely for the handling of such bodies is destined to an assured place among the ranks of the unemployed.

It seems axiomatic that, since community centers are necessarily going to be mainly leisure-time resorts, the machinery by which they are run must be adapted to the handling of leisure-time activities. What is the chief characteristic of the forms in which we moderns spend our leisure time? When I play chess, I usually join a club. If I want to study drawing I join an art students' league. When I play basket ball I join a team. When I want to act I join a dramatic club. When I want to participate in social dancing under the best circumstances I take out a membership in a club having similar tastes and similar standards. When as a taxpayer I want to talk over during the evening affairs that touch me and my neighbors I join the taxpayers' association, a body which excludes all those who do not pay their dues and go through some formula of membership. The great outstanding fact of our modern leisure-time life is that it is almost entirely carried on through groups, through some form of voluntary association. We live very little as individuals at the present time. The man who plays

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the lone game is limited to solitaire, reading or sitting in the park. Any form of community center machinery which does not take into consideration this fundamental fact of group life cannot function well. The theory of an exclusively official school center system does not fit the facts of social life.

Another theory of wider use development whose perilous aspects I wish to lay before you came into being through a violent reaction from the exclusively official system we have just been discussing. This second scheme lays all its emphasis upon the *private* association as the ideal foundation for school center administration. The slogans of those who follow this ideal are "freedom," "self-support," and "cooperation." Their plans are based upon distrust of governmental machinery and provide specifically against official interference. In the scheme of the private-group management there are also two cases, one in which the private association is not allowed to raise funds through the school center activities, and a second case in which the private association maintains certain activities for the specific purpose of raising funds.

Considering now case one, the great likelihood here is that a center managed by an organization which has no power to hold pay entertainments will not amount to much. Without funds no paid workers can be employed. The members of the association, all having business or home occupations, will naturally not be willing to devote much time or energy to the school center work. Under such auspices a one-night-a-week center carrying on a minimum program is possible. Under expert even though volunteer supervision two-night-a-week centers have been carried on by neighborhood groups, but the permanency of centers under such auspices is never assured. As a matter of fact, most of the advocates of the private management theory do not believe that school center work is feasible unless the managing body has the power to develop funds through the school center activities, and we will therefore give it no further consideration.

Coming now to case two in which the private association is permitted to raise funds, we find that here the managing body has greater vitality and is able to accomplish more work. An organization which can raise and expend funds has the sap of life running in its veins. Since much of the routine work can under these circumstances be delegated to a paid staff, committee positions and officerships carry a certain amount of prestige and efficient persons to fill these positions are more easily found. There

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are, however, several dangers which, from the nature of the case, always threaten an enterprise of this character. The first tendency of such an organization will be to fill up its program with those activities which bring in revenue and to neglect those which do not. Since games, athletics, club work and other activities particularly adapted to juvenile needs are expensive, the tendency will be to omit these features of community center work, features which in congested districts are perhaps most helpful to large elements of the population. A second dangerous tendency will be that of lowering the standards and environment of the activities which are offered to the level of those in the commercial amusement establishments with which they will necessarily be competing. This tendency is most noticed in connection with motion picture and social dancing enterprises. Since, however, one of the strongest reasons in the minds of many people for having school centers is that of furnishing finer and more wholesome types of amusement than those to be found under commercial auspices, any tendency to lower the standards in the school center will bring down sharp criticism upon the enterprise.

A third temptation which will naturally beset successful associations will be that of employing the funds they have raised for purposes which might be construed as more advantageous to the members of the association than to the neighborhood as a whole, the temptation, for example, to give expensive banquets and to hold outings whose public welfare character is not immediately obvious to outsiders. Sooner or later such events are bound to bring criticism from the taxpayers on the score that public property is being used for private gain or advantage.

A fourth danger lies in the very success which private associations sometimes have. If such an association does succeed it is generally due to the energy and ability of one or two of the leading members. Their efforts gain them more or less of a reputation in the neighborhood. The prestige thus acquired is bound to excite the envy of other individuals and to bring about sooner or later a struggle within the group over leadership. In some cases rivalry will develop between the group which is in the ascendancy and a similar group on the outside. In any case contests are almost inevitable, and they will result either in changes in the management, thus imperiling its success, or in squabbles which will bring scandal and public criticism. The fact that membership in such an organization may be open to everyone in the community does not obviate

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the difficulty. Only those people will join it who find the present members congenial. All of the dangers which I have mentioned are inherent in the private association management. They are practically inevitable, if the associations are uncontrolled. Of course outside of the school buildings many voluntary associations have lived and flourished but the private association working upon public property has a more difficult situation. Even if it should ever develop sufficient ability to be completely self-supporting—something it has not done so far—it is questionable whether it could ever convince its environing community that it was thoroughly representative of all its interests and prejudices.

If, then, neither the private-group management nor the strictly official administration will work, what is the solution of the problem of wider use administration? Obviously the answer is to be found in a combination of the two, in a form of governmental machinery that is especially designed to cultivate group-life. A thoroughly practical community center administration must be based upon the policy which recognizes the nature of the private group, which knows how it lives, what kind of nourishment it requires, and in what kind of environment it will flourish. The voluntary association is a plant. The manner in which it shall live can rarely be laid down from without. The laws of its life are internal ones, knowledge of which may be acquired by observation but not arrived at intuitively.

Take, for example, a choral society composed of men and women living in a school neighborhood. Such an organization would not exist long, upon a purely official basis, *i. e.*, under an arrangement in which the leader was appointed and paid by the government and the members received their benefits without making any direct return, either in fees or service. Experience shows that without contracting some sort of obligation the members will not persist in regular attendance at rehearsals and without regularity the society's productions will not attain public success. Neither will the members make the progress in musical development which they had anticipated. If organized on the basis wherein they pay their own leader, on the other hand, the dawdlers are automatically excluded, the work of each member is more serious, and the leader is stimulated to greater exertions by the more direct relation of reward to effort. On this basis the members naturally expect to participate in the choice of their leader and that responsibility also conduces to more efficient organization.

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These reciprocal relationships constitute the bonds which tie such a society together and make it a normal, living body.

What now is the function of a school center director in respect to such an organization? He can help to start it by telling about the advantages of such a society and how one could be organized. He may not say his patrons shall have such a society. If they manifest a desire to organize one, he can suggest the names of several leaders. If the members are willing to pay the leader's salary they will have to be given a say in his selection. By virtue of affording the meeting place the center director can make certain rules about the use of the room but they cannot be so stringent as to prevent the members from singing or accomplishing the ends of the organization. Otherwise it will die. Thus the director may exercise guidance over the society but he may not substitute his will for that of the members within the province of what they may rightly consider their own jurisdiction. They must do their own living.

Similarly every club, group or association lives in accordance with definite internal principles which may not be violated and the organization continue in existence. The skillful director of the future will study these inner laws diligently in order that they may have unimpeded operation because the success of his work will be gauged by the number of these private bodies he has brought into life and kept in healthy condition.

By implication at least I have said that private groups should share in the administration of school centers. What I mean is this. Each group must be allowed to exercise those responsibilities respecting its own activity which are essential to its normal group-life. In the case of the choral society just analyzed they consisted in choosing the leader, paying his salary and deciding perhaps what oratorios or cantatas they would render. These decisions, these money arrangements, constitute an important part in the administration of the activity, and it would be an unwise plan that laid them upon official shoulders. In the same way every group must be allowed to discharge those functions which are essential to its existence.

Is a neighborhood association which purposes to manage all the activities of a school center a practicable organization? Who can say! I know of none so far that has done the whole thing, created itself and then sustained and directed a full program of center activities. The dangers and temptations which threaten such

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an enterprise I have already pointed out. Many of the perils mentioned could be avoided if the association were under the tutelage of a competent director. Plants and shrubs are improved by pruning and the same treatment may be given to the voluntary association provided the pruning is scientific and not annihilatory. It is conceivable that an extraordinarily high-minded, and efficient group of citizens might exercise entire control over a flourishing school center without public criticism for a long period but that would be an exceptional association working under exceptional circumstances. Personally, I am not contending for complete private association control. I am advocating solely the principle that in the management of school centers there be a clear and hospitable recognition of the necessities of group-life and that private organizations devoted to wholesome purposes be given the widest latitude that is consistent with their own development, the advancement of society, and a proper utilization of the premises they are permitted to occupy. A community center administrative scheme which does not provide for the proper balance of the two principles, official machinery and group-life, is bound to be engulfed in the quicksands of impracticability.

The third and last way of thinking about the wider use movement which I wish to bring to your attention is in reality a way of *not* thinking. At the present time the movement is floundering in statistics which mean nothing, which tell us nothing about the direction in which we are traveling, which furnish us no guidance for future administrative changes. What do we find in current community center reports? Mainly statistics of attendance. We are informed that the average attendance during the season in City A was 391, in City B 221, and in City C 580. What help do those figures give us? Can we with any certainty let ourselves understand that these figures mean different individuals, or must we reckon with the fact that in City C the attendance records, by the conditions under which they are necessarily taken, must include some duplicates? Suppose we are told that the nightly per capita cost of school centers in City X was 13c, in City Y, 11c and in City Z, 7c. What assistance do those facts give us for the guidance of our own system unless we have some basis for comparing the programs which were carried out in those cities, unless we have some good means of assuring ourselves that the attendance records upon which the per capita figures were based, were kept in a uniform manner? As a matter of fact, is it possible by any system

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to keep attendance records which will be accurate enough to afford per capita cost figures? Indeed would a per capita system be worth anything even if it were trustworthy? Should not our thinking have progressed far enough by this time to have an answer to that question?

During the last couple of years several cities have been trying different administrative plans. Can any of them show data by which one can determine which of the plans tried is the most economical? I know of none. Isn't it time for us to begin to take our work seriously? Shouldn't we begin to think about methods whereby we can obtain reliable data concerning our wider use enterprises? Ought we not to adopt soon some means by which we can chart our future progress? The objection generally urged is the cost, but do we know of any worth while enterprise in the industrial or commercial world that goes without adequate book-keeping, no matter what it costs?

In conclusion, must we not face the fact that community centers cannot be maintained on a self-supporting basis and that any administrative scheme that is worth anything at all is going to require funds, and more funds perhaps than have ever been appropriated for it in the past? The type of ability required to develop and supervise private associations is expensive. But we must have it. We must recognize the fact that the minimum organization required to run a school center will from an absolute standpoint seem expensive. The justification for the expenditure will be found in the importance its output will have for society. We believe in the significance of that output. Why not ask society for the requisite funds? Isn't it just this, that a sense of decent preparedness requires of us the safeguarding of the future of the community center movement?

WHAT IS FUNDAMENTAL TO A NEIGHBORHOOD CENTER

Howard S. Braucher, Secretary, Playground and Recreation Association of America, New York City

Why in recreation any more than in education do we want to set up a creed to which men must subscribe? Is it not better to demand a spirit, a spirit of cooperation, a spirit of open mindedness? Even if the neighborliness secured be not just the kind I

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should choose is it not better that there should be some neighborliness than none at all?

Recently a man here in the East said to me, "I shall not consider Mr. Blank for this opening in municipal recreation work because he does not believe in self-support, though he is one of the ablest administrators I know." This sentiment was not characteristic of the speaker, misrepresents his usual spirit. Such a sentiment is unworthy of the recreation movement.

The Playground and Recreation Association of America has never established an inquisition to find out what prospective field secretaries believe. The question rather is what can they do and in what spirit. The secretary of the Association will, however, always oppose the election of any man of dogmatic spirit, anyone who would desire any creedal test in recreation, who feels he has had a final revelation of truth in recreation. "By their fruits ye shall know them." There has always been a faction in the recreation movement which has wished to formulate definite statements of just what all communities should do in recreation. Every movement, religious and otherwise, since the world began, has had to withstand just this tendency, the demand for creedal statements, or die. When any movement hardens and tries to bind all into one mold the spirit of life has gone from it.

Probably ninety-five per cent of the neighborhood recreation workers in America today believe in government centers supported by taxation but that is no reason why we should say that all neighborhood centers must be conducted in accordance with this belief. Let there be freedom and a spirit of open-mindedness to every new idea except the idea that all efficient neighborhood centers must be of one kind.

Because of the open-minded spirit in which Mr. Clarence Arthur Perry approaches the whole question of neighborhood centers in his article on *Quicksands of Wider Use*, seeking to find truth rather than to startle the world, THE PLAYGROUND is particularly glad to give space to his article. The editor of THE PLAYGROUND does not, however, accept Mr. Perry's theory that an organization does not have the sap of life running through it, is not likely to have cohesive power without a treasury of money—a treasury of some sort, yes, but money is not the great essential which binds men and women together.

The recreation director as pictured by Mr. Perry seems lacking in virility and somewhat unattractive. The director is not a

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professor holding himself apart from the neighborhood groups. He is himself a part of the neighborhood, one of the neighbors. Are permanent groups ever built up by outside leaders who go around asking individuals in the neighborhood if they like to do this or if they are planning to do that? The leader of the gang says, "Let's go swimming," and you feel as if you were already in the water. You are off the fence and on the way to the swimming hole. The man given to too much analyzing and consulting, who goes pussy-footing about to find out what everyone wants to do does not hold the leadership long, does he? "*Let's*" is the word as does it, not *Shall we*." The Irish Tammany leader, the saloon keeper on the corner, the tough who leads the city gang voice the desire of the crowd. A successful neighborhood director must be a leader of the gang, must have red blood in his veins. He must thoroughly understand the neighborhood and interpret the neighborhood to itself. "Suggest to the people the desirability of having a choral society. Offer to assist them to draw up a constitution and by-laws and secure a leader?" No! "Let's sing" and all else will follow.

What the neighborhood recreation movement needs more than it needs a critic—one critic may do, but more than one would be a luxury—what it needs above all else is one hundred gang leaders, one hundred Tammany captains, if you will, on fire for the community.

Find a William of Orange and you have a community center and a democratic one, too. You will not need a treasury to hold the group together. Let Roosevelt announce that he will lead an army and the army is forthcoming. Wherever Lincoln moved, there was the center of a neighborhood life.

You want to help the neighborhood recreation movement to grow as rapidly and as wisely as possible. Then come, let's go and find men and find money for their support, but above all men with red blood which flows not too slowly, men who like men, understand men, men who have "something different" in them, so that when they say, "Let's sing" the desire to sing becomes overwhelming. And these neighborhood leaders are coming. Let's help!

PROVISIONS OF THE PHYSICAL TRAINING AND MILITARY LAWS FOR NEW YORK

After Sept. 1st, 1916 all pupils above eight years of age in elementary and secondary public schools and in private schools are to receive instruction in physical training during periods which shall average twenty minutes for each school day. Pupils are required to attend such courses, the board of education to require that such instruction be given.

The board of education is to employ a teacher, or two districts may join in employing one teacher, the expense to be apportioned by the district superintendent among such districts according to assessed valuation thereof, and such apportionment to be a charge upon each of such districts. The regents shall adopt rules determining subjects to be included, qualifications of teachers, period of instruction, attendance.

The Commissioner of Education shall apportion from state school moneys to each city and district a sum equal to one-half of the salary paid to each teacher of such courses, but the apportionment of a single teacher shall not exceed \$600, such apportionment to be made out of moneys to be appropriated therefor. This apportionment is not to be made unless courses are approved by the Commissioner and the instruction shall meet the standards prescribed.

RESUME OF MILITARY LAW

The military training commission shall be composed of (a) the major general of the national guard, (b) one member to be appointed by the board of regents, and (c) one by the governor. The appointed members are to serve for four years without pay except their actual expenses. This commission may appoint and remove inspector of physical training at a salary not to exceed \$5,000; may appoint other assistants, clerks and employees at salaries to be fixed by the commission.

Military training courses are to be prescribed by the board of regents and the military training commission.

After September first, 1916, boys between sixteen and nineteen years shall be given military training for periods aggregating not more than three hours per week; the same amount of time from September first to June fifteenth to be given by boys not pupils. Boys regularly and lawfully employed in any occupation for a liveli-

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hood are not required to take such training. This time is to be in addition to the prescribed periods of other instruction.

This instruction is to be given by such physical instructors as may be assigned by boards of education and accepted by the commission, officers and enlisted men of the national guard and naval militia or officers or enlisted men of the United States Army, when available.

State Camps shall be established for military instruction for boys between the ages of sixteen and nineteen years. When insufficient money is available to provide for all, the preference shall be given to (1) male pupils who have been in attendance during the preceding school year, (2) pupils attending state agricultural schools and colleges, (3) others. The field training is to be given during the summer, the period for each detachment not less than two or more than four weeks; the camps to be under the supervision of the major general of the national guard.

The Commission shall: (a) provide for observation and inspection of work; (b) prescribe powers and duties of inspector of physical training; (c) regulate duties of clerical assistants and employees; (d) prescribe rules and regulations for compulsory attendance during periods of military training provided; (e) regulate individual exemptions from prescribed military training; (f) maintain and cooperate with colleges or federal authorities in maintaining courses of instruction for male teachers and physical instructors who volunteer and are accepted by the commission; (g) make regulations for carrying into effect this article.

Armories may be used for this training; also arms and other equipment belonging to the national guard if not then in use; arms and other equipment which may have become obsolete may also be used.

School building and grounds may be used for training purposes.

One hundred thousand dollars is appropriated or as much of this amount as is needed to carry out the provisions of this article.

THE MILITARY TRAINING LAWS AS VIEWED BY JOSEPH LEE

Editor of *THE PLAYGROUND*:

I have read abstracts of the New York physical training and military training laws of 1916. The former seems an excellent

MILITARY TRAINING IN NEW YORK STATE SCHOOLS

beginning. I think it rightly leaves the matter pretty vague: Nobody knows enough yet to dogmatize—not so the dog would understand it.

I think the military law errs in being too military. The weight of testimony seems to be that actual military training in high schools as hitherto conducted produces mainly a disgust in the pupils that only the extreme pacifist would desire. As everybody knows, only Japan among military nations now has such training. On the other hand, the patriotic—and I think the military—*motive* should be used to interest the boys in making themselves fit and I think a little of the actual marching, even close-order work, could profitably be introduced. Even guns will help.

But the chief attention shall be upon results in physical and moral vigor. To get these the main reliance should be on games. To *get everybody playing* is the great thing. I think some squad system—boy captains of small groups, marked by results in power to do things as shown in many tests—will be a feature of the ultimate situation.

I question the wisdom of putting a major general of militia on the commission. He may, at present, be just the man you want; but the position does not guarantee a deep knowledge either of physical training or of military affairs.

JOSEPH LEE

IS MILITARY TRAINING TO BE A SUBSTITUTE FOR HEALTH ACTIVITY IN THE NEW YORK STATE SCHOOLS*

James Huff McCurdy, M.D., Director of Physical Training Course,
International Young Men's Christian Association College,
Springfield, Massachusetts

New York State's new laws on physical training and military training may prove a menace to the health of boys in secondary schools. The trend of the relationship between the new laws on physical training and military training is toward military training. This is unfortunate. The recent careful study of the Military

* Dr. McCurdy is working on two reports—one as chairman of the sub-committee of hygiene and physical education of the United States commission on the reorganization of secondary education, the other on the states of hygiene and physical education in the United States for the Bureau of Education and he hopes to finish these reports this summer.

MILITARY TRAINING IN NEW YORK STATE SCHOOLS

Commission of Massachusetts led to a vote against military drill in the high schools and for an increase in health activities in the department of physical education. The Military Training Commission of New York State to be appointed will be composed of (a) the major general of the national guard, (b) one member to be appointed by the board of regents, and (c) one by the governor. This board may appoint and remove the inspector of physical training, they may jointly with the board of regents prescribe the course of instruction.

The new law apparently makes possible either restricted military drill with its monotony and lack of healthful activity or a broad physical education program definitely related to health and vigor. The success or failure of the new laws for physical training and military training in terms of virility and stamina will depend on the personnel of the military commission, and on their vision of the opportunity afforded them. The physical training law requires that an average of twenty minutes per day be devoted to instruction in physical training for all pupils above eight years of age in the elementary and secondary schools. The instructions sent out to boards of education and superintendents of schools on June 19th by the New York commissioner of education states that this 100 minutes per week may be divided into two or three periods instead of five periods. This will be of real advantage in the development of the course. The military law requires that not over 180 minutes per week be devoted to military training. The provisions of these two laws allow a total of 280 minutes per week devoted to some form of physical activity. In addition field training may be given to boys in state camps for from two to four weeks during the summer.

HOW SHOULD THIS BE USED?

1. It should yield results in health. The *big muscles* should be exercised vigorously enough to produce sweating. The exercise should be followed by a bath in each case. The school activities use chiefly the muscles of the tongue, fingers and eyes. These *little muscles* are not related to health, they are often related to ill-health.

2. The 280 minutes allotted to physical training might well be divided as follows:

- (a) undressing and putting on exercising suit, 15 minutes
- (b) exercise, 60 minutes

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(c) dressing and bathing, 18 minutes.

3. The 60 minutes of exercise should include marching and command calisthenics for training in obedience, alertness and response to definite commands. A much larger variety of movements should be used than is used in the armory military drills. Vigorous big-muscle work should constitute the bulk of the lesson. This would include mass calisthenics and apparatus exercises which emphasize the vigorous use of the trunk and leg muscles. Competitive wall scaling and team games like baseball, playground ball, basket ball, soccer, volley ball and ice hockey should be a regular part of the lesson.

4. An equipment adequate for an effective health program should be provided for both boys and girls.

5. Each boy during his senior year in high school should be required by law to spend four weeks in a special military camp under strict discipline. In this camp he should receive instructions and practice in the duties of a soldier.

6. No time during the school year should be given to military drill or the manual of arms. The suggested use of *obsolete* equipment is bad pedagogy.

The commission should recognize that the first essential of an efficient army is the health and vigor of the individual soldier. The same basal qualities of health and vigor are required for the industrial army during peace and for both the industrial and military armies during war.

True patriots will watch with interest the developments in New York State. Will they plan broadly and wisely for the health and vigor of the school children? Will they be able to direct the popular desire for preparedness into channels which shall fit the youth for industry or for war or will they satisfy the popular demand with military drill and dress parades? Will they sacrifice the fundamentals of health for necessary but secondary matters?

II. VITALITY AND ACTIVITY

Geo. W. Ehler, C.E., Formerly Director and Professor of Physical Education, the University of Wisconsin, Madison, Wisconsin

Vitality, the ability to work, to expend energy, to resist strain and fatigue and to recuperate quickly from their effects, is an expression of the organic power of the individual. The ability to

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continue this year after year throughout the period of maturity is an evidence of a normal development of the individual's inherited resources.

When one runs a little farther or faster than usual to catch the last car he always notices that he breathes more deeply and rapidly than before. He is also apt to discover that perspiration breaks out all over him when he sits down to recover his lost breath. He then becomes aware of a pounding and thumping of his heart that keeps up for a considerable period after his effort has ceased. These are all evidences of a change in the working of his internal organs brought about through the vigorous contractions of the muscles of his thighs and legs that enabled him to get to his destination in time.

Deeper breathing is an index of lung activity. The pounding heart and racing pulse indicate a swifter circulation. Perspiration is evidence of increased heat and the transformation of energy. These all show the close connection between the activity of the muscles and the functioning of the heart, lungs, arteries, veins and skin. Just as close but more subtle and less evident are the correlated activities of the nerves, the kidneys and the other mechanisms of nutrition and elimination. These are the "vital" organs, the machinery of organic power, the objects of the "degenerative" diseases.

A familiar phenomenon is the weakening in strength and decrease in size of an arm or a leg that is unused for some length of time after an accident. The "lost breath" of the runner is evidence of lack of strength and balance of function in heart and lungs in the individual who has not been using them beyond the daily demands of an inactive life. Not so familiar and very much less apparent is the effect of inactivity upon the developing organs during the years of immaturity.

Professor Tyler tells us in his *Growth and Education* that every organ has three stages of development. The first stage is that of pure growth during which the inherited forces of evolution ensure the attainment of certain degrees of size and strength and function. The second stage is that during which the same forces continue the growth process but in which development in power of function and perfection of structure depends directly upon the organ exercising its function, being stimulated thereto by definite demands made upon it to perform its part in the more complex and strenuous experiences that the individual enters into as his

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developing powers permit. The ordinary normal life of the individual in former ages of race history supplied all necessary stimulus to insure successful progress during this intermediate stage. Absence of appropriate situations and therefore of this necessary stimulus to activity, always results in lack of development and in structural weakness.

The third stage is the period during which the development of structure is completed and the organ may be subjected to demands that gradually test its endurance and fatigue-resisting qualities to the limit. Failure to make such demands during this period and before maturity ensues, means failure to realize the latent inherited powers of the individual and a limiting of his possibilities throughout maturity. It is a corollary of this that any disturbance of the first stage, or over activity during the second stage, or excessive demands during the third stage, is as disastrous to final integrity of the organ's structure and to its functional efficiency as is insufficiency of activity, but disaster from over demands in the third stage are usually associated with insufficiency of stimulus in the second stage. Most of the athletic dangers have their origin in this situation.

The first stage for most of the organs of the child is before six years of age. Nutrition is then the chief concern, associated with a rational hygiene of the environment. By the time the child is called upon to go to school the nutritive organs have attained the second stage and the muscles and motor centers of the brain are entering that stage. The third stage, reached by both the nutritive and motor mechanisms in the early years of adolescence, extends over into maturity.

It will be observed then that the important period from the point of view of this discussion begins at about six years of age. By that time so many parents have instilled into their children such a fear of falling that climbing, one of childhood's most valuable activities, is tending to become a lost art. Normally, at six years of age, children's muscular activities of every sort, but particularly climbing and running, tend to increase very greatly in amount and intensity. This is the time when competitive play begins and "tag" with its great range of variations becomes a source of joy and pleasure. All sorts of running games and play involving vigorous use of all the big muscles become dominant in the child's life, to be followed soon with greatly increased activity of the hands and fingers and accompanied by an increase of muscular strength out

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of all proportion to the increase of muscle size, testifying to a parallel development in the central nervous system.

This is the beginning of a series of five or six years during which the rate of growth in size and weight for both boys and girls is steadily decreasing to its first minimum at about twelve while the functioning of the whole organism and its power of resistance are developing at an increasing rate.

Now what do we do with our children during this period? Do we provide largely for opportunity to exercise these nascent tendencies of the physical mechanism-muscles, nerves, heart, lungs, kidneys, that are striving so fiercely for correlation and adaptation? Do we profit from the experiences of the race or even conform to modern pedagogy that tells us that the period of interest and therefore of greatest teachableness is the time to fit opportunity to needs which at this period are for a wide range of motor activity?

We send the child to school where for four or five hours of the day we violate every principle of growth and development by trying to make him *sit still*. Instead of increasing his opportunities for activity we decrease them. Instead of running and jumping and climbing, he tries to sit quietly in a school seat and is punished because he cannot. Words fail this writer to properly characterize the inhuman treatment to which children are subjected throughout this period. The entire medical profession has inveighed against this practice for years with but faint effect.

By the time ten or eleven years of age are reached a habit of inactivity is pretty well established and our training is producing some symptoms of the inevitable effects that our previous discussion showed we are just beginning to realize. Every student of children's health testifies to the apparent progressively evil effects of the school conditions.

Terman in a chapter of twenty-six pages in his *Hygiene of the School Child* summarizes all the important studies that have been made and shows that there is:

"a close correlation of morbidity

a. with school attendance,

b. with length of daily program, and

c. with the progression of the school term;"

"a deterioration of attention toward the end of the school year,

"a damaging effect . . . upon

appetite, digestion, metabolism and the constitution of the blood,"

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and a profound "*impairment of nervous coordination.*"

These are the apparent effects, but as Terman further observes "*some of the worst consequences are either deferred, or else are not apparent to common observation.*" In the former class belong the *sedentary habits* installed by the many years of school life. These remain with most of us as an unclosed debit account, exacting throughout life a progressively usurious toll of health and happiness" (italics ours). In the latter class is the arrest of development of latent power now being observed in the increasing mortality from "degenerative" diseases previously discussed.

In all the discussions the outstanding facts as to the conditions are two:

1. Motor idleness,
2. Neural strenuousness.

These are both major infractions of the laws of development and growth and in gross violation of the well-known principles of pedagogy.

What now about the activity of the child outside the school? Is he idle there?

It is assumed by parents and teachers and even by some physical educators that the daily play and work of the child are sufficient to provide all the stimulus needed to insure wholesome normal development of the organs of vitality. What are the facts?

Recreation surveys have been made in several cities to determine what the children are doing outside of school hours. The following table brings together the observations in six cities: (See Chart No. I.)

THE WORK AND PLAY OF 23,500 CHILDREN IN SIX CITIES

City	Children				Going
	Observed	Working	Playing	Loafing	Some- where
(1) Milwaukee	1,419	15%	30%	55%	
(2) Toledo	1,630	4	61	24	11%
(3) Providence	2,070	13	31	51	5
(4) Detroit	3,051	7	38	55	
(5) Ipswich, Mass.	696	8	26	40	26
Pop. 5,777					
(6) Cleveland	14,683	9	50	41	
Total	23,549	9.4	39.3	44.3	7

VITALITY AND ACTIVITY

(1) Haynes (2) De Groot (3) North (4) Haynes (5) Knight (6) Peterson

Dr. Peterson states that of those reported as "playing" in Cleveland, 43% were mostly "fooling." The work activities reported in these investigations range from "minding the baby" through "running errands" and "delivering goods" to "selling papers" and "tending store." It is evident that the muscular activity of these representative groups is an insignificant factor of no real influence upon the development of vigor or vitality.

These figures, while agreeing so uniformly as to be absolutely startling, yet cannot be considered conclusive. They cover only a moment in the day of each child. They may convey an entirely erroneous impression as to the facts when we consider the whole day. Again they cannot include a large number of children in the same neighborhoods who were at home and may have been engaged in some activity in the house or yard.

The writer sought the work and play experiences of school children as reported by themselves. The following data are from the statements of 1,306 boys and 1,304 girls in the grammar grades of fifteen representative public schools. These pupils range in age from ten to sixteen. The internal evidence of the reports and the characteristics of the different schools as they stand out in the replies, testify to the sincerity and virtual truth of the data.

Of the boys—29% work before school
55% " after "
25% " not at all

The standard occupations of boys in an earlier day, which it is believed are still common, were "chores"—chopping wood, carrying coal, cleaning walks, weeding the garden, hoeing corn, caring for the horse, milking the cow.

The 1,306 boys report that they do the following "chores"—

22....."Clean walks"
26....."Chop wood"
78....."Carry coal and ashes"

23....."Help Father"
39....."Wash dishes"
106....."Help mother"

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- 29....."Care for animals"
81....."Take care of garden"
342....."Go to the store"

92....."Take music lessons and practice"

Real "work" is reported by only 16% of all these boys and two-thirds of those who engage in some form of actual work are in schools in congested districts, indicating a smaller general average than the figures suggest. 223 boys say that:

- 10....."Just work"
106....."Sell papers"
51....."Work in a store"
31....."Deliver goods"
5....."Drive a horse"
20.....name 14 different occupations ranging
from bootblack to bricklaying

The implication and significance of these facts is unmistakable. This "work" contributes nothing to the development of organic power.

The 1,304 girls are of the same ages and from the same schools as the boys. They say that:

- 36%.....work before school
60%....." after "
18%....." not at all

They are somewhat busier than their brothers. But here is what they do:

- 337....."Go to the store"
305....."Make beds" or "set the table"
289....."Wash dishes"

161....."Help mother"
26....."Cook"
14....."Wash and iron"

43....."Take care of children"
5....."Take care of chickens"
26....."Sew"

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13....."Work in garden"

10....."Work in store"

3....."Deliver goods"

311....."Take music lessons and practice"

These activities are as insignificant as the boys' from the standpoint of their bearing upon the development of organic power.

The time consumed in "work" according to their own statements, averages about one hour and four minutes for the boys and forty-one minutes for the girls. This is probably exaggerated but in view of the small fraction of muscular work involved the time makes no material difference. It can be added to the school time as time in which the child is relatively idle so far as vigorous muscular work is considered.

The children also told about their play experiences. Only those of the boys have been sufficiently worked up to be useful here. The indications from the girls' data tend to confirm that given below.

The frequency with which the boys play is indicated as follows:

1 in 4 play regularly every morning before school.

2 in 5 " " " noon recess.

2 in 3 " " " day after school. (See Chart No. 2.)

From their time reports it is gathered that they average about an hour and twelve minutes each school day. This is probably exaggerated and is affected definitely by the relatively small group who reported long hours of play. But this time is significant only if it is shown to be spent in vigorous play. Considering the hours available for play in the morning, at noon and after school, and the small amount consumed in "work," it is seen that the children's own reports tend to confirm the observations of the recreation surveyors.

What the boys play throws further light of a most illuminating quality on this whole subject. They were asked to state what game they "usually" played after school. Their replies condense into the following exhibit:

71% name 13 different ball games.

3% " 4 " chasing games.

9% " 10 " "stunts."

14 different unclassified games are named by one or two boys each.

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They were also asked to state what other games were "frequently" played after school. Combining the two answers we got the following interesting list. (See Chart No. 3.)

18 Ball Games

"Ball" or "Baseball".....	named by	71%
Handball	" "	19%
Tennis	" "	7%
15 others	" "	3%

12 Running Games

Tag	named by	18%
Bicycling	" "	11%
Running	" "	6%
9 others	" "	2%

20 Miscellaneous Active Stunts and Games

Jumping	named by	4%
Boxing	" "	2%
Wrestling	" "	2%
Swimming	" "	4%
"Cop and Burglar"	" "	2%
15 others	" "	1%

32 Miscellaneous Inactive

Marbles	named by	6%
Care of pets	" "	1%
"Making things"	" "	3%
Play piano	" "	2%
Reading	" "	7%
27 others	" "	2%
22 Unclassified	" "	1%

Some form of ball, chiefly baseball, constitutes the bulk of the play activity of 3 out of every 4 boys in this group. It certainly cannot be claimed that this indicates a vigorous play life. Except for the vocal activity engaged in throughout the usual ball game of boys from ten to fifteen years of age, one-half of the boys are idle at all stages of the game and one-third more are relatively idle throughout the game.

The uselessness of most of the play activity reported by these boys is also emphasized when we note where they play. (See Chart No. 4.)

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Where City Boys Play after School

At Home	41.5%
On School Grounds	4.5%
Playground, Athletic Field or Park	21.0%
In the Street	15.0%
In a Vacant Lot	17.0%
In Church or Engine House	1.0%

The play at home and on the street cannot in the nature of things be a very high grade of real baseball, yet they are the places where over half of all boys play.

Another fact testifying still further to the absence of real values in the play life not only from the standpoint of its vigor but also from that of systematic or regular practice, is that *only 22% of all these boys are on regularly organized teams.*

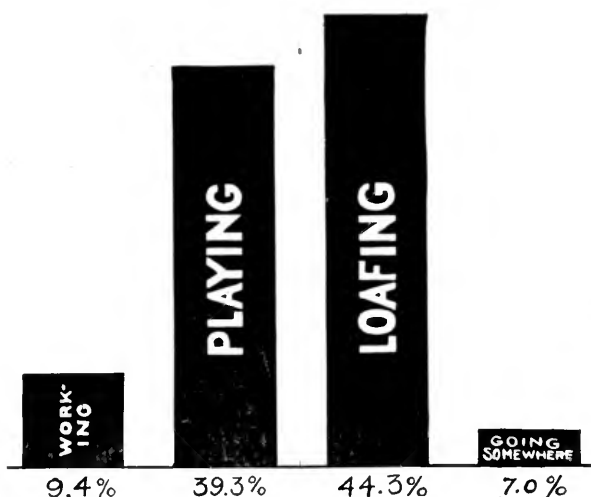
The conclusion from this consideration must be that *the boy's work and play activities contribute relatively little to the amount of vigorous muscular contractions he should engage in every day* if he is to secure the structural growth and development of functional power in the great vital organs on which depend not only his health now but also his future efficiency and power as a worker.

The same conclusion holds for the girls as for the boys only it is of even greater importance to them because of their relatively greater lack of opportunity in both work and play. Another thing in the case of the girls is the greater part in the world's work that is going to make demands upon their reserves of organic strength and endurance, such as women have never had to experience heretofore. The preparation for that time must be made during the developing and growing years or not at all.

Inactivity of the muscular system, the mechanism through which the vitality of the race has always been developed in the past, is the characteristic of the play life of nine out of ten boys and girls. It explains in large part the failure of vitality at the critical years of maturity. A restoration of a vigorous play life to all children is a major factor in any scheme looking to the physical improvement of the rising or later generations.

Note: The next article will consider practical measures designed to furnish every school boy and girl an adequate opportunity to realize all with which nature has endowed them.

CHART No.1



WHAT 23,500 CHILDREN IN 6 CITIES
WERE DOING

G.W.E. 1916.

CHART No.2

WHEN 1306 SCHOOLBOYS PLAY

PLAYS REGULARLY BEFORE SCHOOL DO NOT

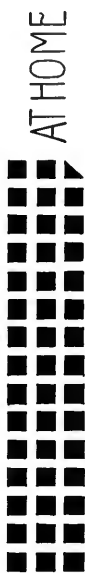
PLAY REGULARLY AT NOON DO NOT

PLAY REGULARLY AFTER SCHOOL DOES NOT

G.W.E. 1916.

CHART No.4

WHERE EACH 100 BOYS PLAY
AFTER SCHOOL



G.W.E.'16

WHAT 1306 BOYS "FREQUENTLY" PLAY
- 18 IN SPRING TIME

BASEBALL

19% - HANDBALL

7% - TENNIS

3% - 15 OTHERS

RUNNING GAMES - 12

18% - TAG

11% - BICYCLING

6% - RUNNING

2% - 9 OTHERS

MISCELLANEOUS - ACTIVE - 20

4% - JUMPING

4% - BOXING & WRESTLING

4% - SWIMMING

3% - 16 OTHERS

MISCELLANEOUS - INACTIVE - 32

7% - READING

6% - MARBLES

3% - MAKING THINGS

2% - PLAYING THE PIANO

3% - 28 OTHERS

UNCLASSIFIED - 22

1% - 22 UNCLASSIFIED

G.W.E.'16

CHART No.31

BOOK REVIEWS

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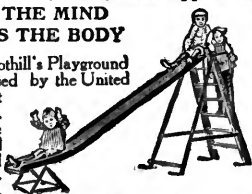
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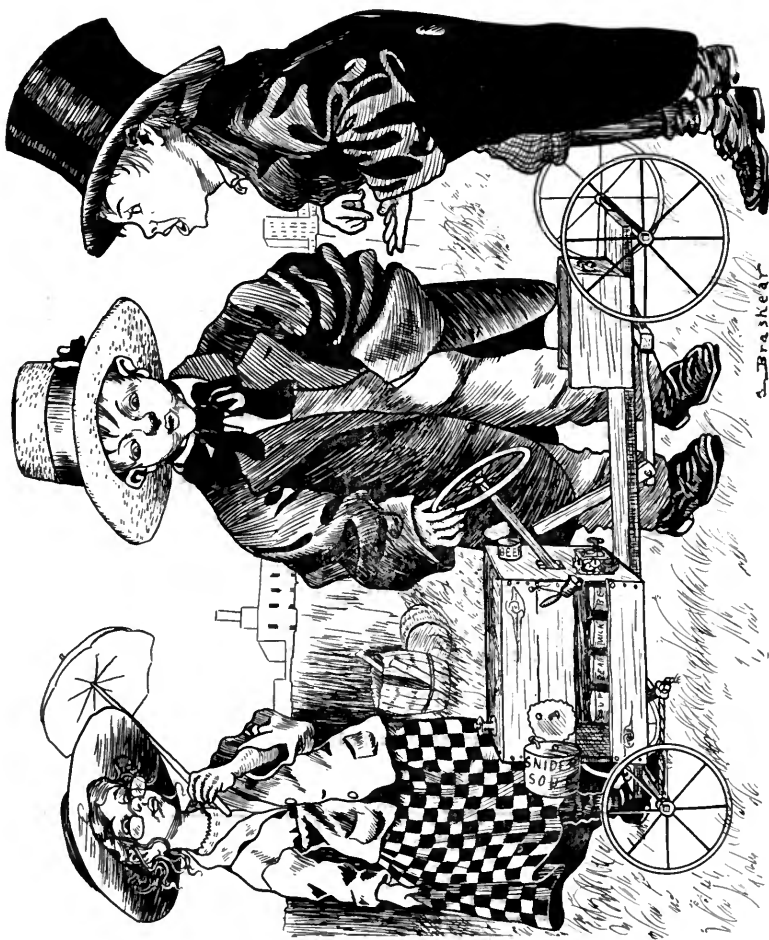
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THE YOUNG SALESMAN

(We can't imagine what his daddy does for a living)

— 1917 model just out, built on the latest lines an' its just chuck full of comfort. An' speed? Say, yuh know that hill round behind the gas works? Well me en Shrimp Reilly come down it yesterday an' it took my breath away. Yes an' its got tin can (timken) bearing an' a axel what floats, an' all them things.

BIG DELEGATIONS FOR GRAND RAPIDS

Kalamazoo, Michigan, is sending twenty recreation workers to the Recreation Congress at Grand Rapids, Michigan, October 2 to 6, 1916. Pittsburgh will have twenty-five workers in its delegation. Word has just been received that C. B. Raitt will come clear from Los Angeles, California, to help answer questions on Apparatus. Mr. Raitt's special knowledge of playground apparatus is known throughout America. George E. Dickie is expected from Oakland, California, to lead the discussion on Games and Contests. Harold O. Berg, out of the wonderful experience he has had in Milwaukee, will answer the questions on Neighborhood and Community Centers. Charles H. Mills of Grand Rapids, with all his background of Chicago, Los Angeles, and Grand Rapids work, will be in charge of the discussion of Adult Recreation problems. J. R. Richards, who is responsible for the conduct of the marvelous South Park Commission playgrounds of Chicago, will lead in the discussion of Ways and Means. Detroit's rapid progress in recreation and the financial support the city has given its recreation department will add weight to Ira W. Jaynes' leadership in the discussion of Budgets. The Recreation Buildings discussion will be under the leadership of Sidney A. Teller of the West Chicago Park System.

Many are concerned about political interference in municipal recreation systems. W. F. Ashe of Pittsburgh is responsible for the discussion on Politics. The questions of Group Organization will be under the leadership of George A. Bellamy of Hiram House, Cleveland. Mr. and Mrs. Clarke W. Hetherington will tell of the unique experiment of the University of California, a real play school.

Motion pictures of playground activities have been taken and are now being taken for exhibition at the Congress. Some unusual pictures of Brooklyn playgrounds have been prepared.

It is of no use to try to list all of the many persons who are helping with the Congress. The members of the recreation community of America are all working together to give and receive as much as possible.

Is it any wonder that single cities are sending twenty and twenty-five workers to the Congress? Better come.

III. DEVELOPING PHYSICAL AND MORAL VITALITY A RATIONAL SCHEME

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Degeneracy of the American stock would seem to be progressing at a rather rapid rate, judging from the increasing mortality from degenerative disease. The startlingly small number of acceptable candidates found among the applicants for enlistment in the army and navy has accentuated this belief in recent months. Unhygienic conditions of modern methods of living and working have been blamed for this. Improvement in conditions has worked a large improvement in the general death rates of infancy and reduced the mortality from communicable diseases, but mortality in the years of maturity continues to increase at an accelerating rate.

Following the principles of eugenics has been proposed as a fundamental method of improving the apparently degenerating stock. The inquiry of the British Parliamentary Committee in 1904 into a precisely similar condition tended to the opinion that there was no general degeneracy of the hereditary stock, but that there was a tendency to produce individual weakness and degeneracy, through failure to realize the latent inherited organic power of the stock by the absence of proper developmental stimulus, associated with a bad environment during the growing years of childhood and youth.

It has been shown that vitality or organic power is dependent directly upon the condition and functioning of the heart and other organs of nutrition and elimination and that vigorous muscular activity during the years of school life is an absolute necessity to the full development of these organs. It has also been shown that the daily lives of our boys and girls are relatively devoid of any really vigorous muscular activity in the guise either of work or of play and that they are not therefore realizing in any important degree their inherited possibilities as to organic power.

The primary problem of any scheme of "preparedness" is this one of developing vitality, whether that "preparedness" be for peace or war, or simply the insurance that the individual shall make the most of the talents nature has bestowed upon him in whatever capacity he has to perform his life duties as a citizen of the republic.

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Man today inherits a living physical mechanism that was formed and fashioned and perpetuated through age-long periods of great muscular activity. From the beginning of man's first appearance on the earth his life has been a continuous struggle. For unnumbered centuries he had to fight for his own food, he had to fight not to be food for the wild animals amongst which he lived, and he had to fight to hold his own against wilder men. Fighting was man's chief business,—it was his only business. That life demanded ability to run fast and far, to throw accurately and to strike with certainty, to climb, to jump, to dodge,—it required strength and speed, skill and agility, endurance, judgment, courage,—virility, vigor, vitality. Lack of any of these was a fatal handicap. The less fit were eliminated. The fit survived and their progeny inherited those characteristics that had enabled them to succeed.

The situations of that day were matters of life and death. They involved the whole gamut of pleasure and pain, of joy and sorrow, of relief and disappointment, of exultation and humiliation, of triumph and resignation, of victory and defeat. Movement and feeling, motion and emotion, were inextricably woven together in the experience and became a part of the inheritance.

When in the course of time men discovered the great advantage of fighting together against a common enemy—whether material nature, wild animals or wilder men, there were laid the foundations of the greater social groups and cooperation, loyalty, patriotism, became characteristics of the peoples that were destined to become the dominant powers of mankind.

The human mechanism organically is no different to-day from what it always has been. The character of man's activities, however, has largely changed. Steam and electricity have in great measure supplanted muscle in the performance of the world's work, while the speed and pace of this machine age make a demand on the power of concentrated attention, a function of the nervous system, manifold greater than ever before. This is as marked in the case of the child and youth and their education as in the adult and his business, and accounts for the decreasing emphasis on organic development coincident with an increased demand for intellectual training.

The change in activities, however, has not involved fundamental changes in the human organism. On the contrary it has only increased the need for greater efficiency in precisely the same func-

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tions as have always characterized mankind. The sources of the energy needed and expended by civilized man are the same as for the energy required and utilized by primitive man. The quantity is greater and the quality is higher today but the same mechanism produces it.

The motor skill demanded by this day of the trolley and the auto and the aeroplane, is as great as ever was required by a previous generation, whether in the arts of peace or the science of war. This is no less true of the boy and girl than of the industrial, the commercial, the professional or the military worker. The entrance of the power machine into the daily life "situations" of the child and the adult, whether in city or country, involves the power of attention and the reflex control of all the muscles that enter into the movements of walking, running, jumping, climbing, twisting, dodging and maintaining the equilibrium and the strength to hold, to push, to pull and to lift, in as high degree as was ever required in any savage or primitive environment. But today we try to supply our developmental deficiencies by a "safety first" policy that reveals its fundamental defects when we assemble 100,000 men and find they are unable to walk three miles an hour for half a day and carry a reasonable burden.

More than ever today does the state call for loyal, self-sacrificing cooperative service of every citizen young and old. Whether militarist or pacifist, pro- or anti-preparedist, patriotism demands devotion to those principles each considers best adapted to promote the welfare of his school, the community, the town, the state, the nation. This requires training during the developmental years, if the elemental instincts are to be guided into useful channels and trained to expression in worth-while forms in connection with high ideals of personal conduct and service for the nation in whatever capacity one may be best fitted to act.

Vigor and vitality, versatility of adjustment and altruistic conduct have arisen through man's activities in situations that have required these qualities. Dr. Crile shows us that man's mechanism is adjusted to respond most efficiently to those situations that correspond most closely to the situations that in the past history of the race have determined the course of natural selection and that the elemental emotions of the individual that have been involved in these racial experiences constitute an important phase of the process of adjustment.

Dr. Cannon, in his inquiry into the bodily changes that take

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place during deep emotional experiences, brings to the support of this conception the fact, experimentally demonstrated, that *strong emotion in connection with vigorous muscular activity promotes certain bodily secretions* that are directly favorable to the release of energy, quicker circulation, deeper breathing, "second wind" and quick recovery from fatigue. He clearly shows that hard labor, sawing wood and other activities devoid of strong emotional accompaniments do "not stimulate quickness nor alertness nor resourcefulness in bodily action, nor give any occasion for use of the emotional mechanism for re-enforcement."

He says further: "*We are concerned with the question of exercising the fighting instinct and thus assuring the physical welfare of the race.* * * * The aggressive instincts, which through aeons of racial experience have naturally and spontaneously developed vigor and resourcefulness in the body, are invited by elemental emotions, and through these emotions energies are released which are highly useful to great physical effort. *No stupid routine of drill nor any other deadening procedure will call these energizing mechanisms into activity.*"

Activities that present today analogous situations to those in which the present human mechanism and nature were evolved, are the age-old vigorous social fighting, hunting and chasing play and games. In these, Dr. Cannon says, "* * * the elemental factors are retained, * * * man is pitted against man, and all the resources of the body are summoned in the eager struggle for victory. And because, under such circumstances, the same physiological alterations occur that occur in anticipation of mortal combat, the *belligerent emotions and instincts*, so far as their bodily manifestations are concerned, *are thereby given complete satisfaction.*"

The educational officers of the government in the Philippines have demonstrated in a practical manner this truth. Following the lead of Elwood Brown of the Manila Young Men's Christian Association, they have systematically promoted the practice of athletic sports of every sort with definite results in improved physical development, the establishment of the spirit of fair play and sportsmanship in every section of the Islands and the promotion of a general and friendly understanding among the different Filipino tribes. Baseball, wrestling and tug-of-war have supplanted "head-hunting" among the fierce Igarots of Bontoc.

Is there any good and sufficient reason why the obvious lessons

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of anthropology, biology, physiology, psychology and practical educational experience that have been justified so signally in the lives of the wards of the nation, should wait longer for realization in the lives of our own sons and daughters? There have been ample demonstrations in various parts of the country for many years pointing the same moral. In fact the whole Philippine athletic experiment as a systematic movement grew out of the experience of its leader in a Chicago Y. M. C. A. gymnasium previous to 1904.

Dr. Phillips of Amherst in 1904 noted the tendency to increased height and weight in Amherst students. This was coincident with a great increase of provision for athletic activity in the secondary schools from which most Amherst students come. A similar tendency ascribable to similar conditions was noted in the students of certain women's colleges.

Professor Baldwin secured consecutive individual records covering periods of from three to twelve years for 861 boys and 1,063 girls from six to eighteen years of age in the elementary and high schools of the University of Chicago, the Francis W. Parker School of Chicago and the Horace Mann School of Teachers College, Columbia University. These schools are noted for their care of the health of their pupils, and the relatively large amount of time and attention they give to directed play and vigorous physical training. Baldwin states that "*on the average these children are taller, heavier and have better lung capacity than any group in a series of 112 (studies), extending from Quetelet's first study in 1863 to 1913 and comprising over 1,000,000 individuals.*"

For over ten years New York City Schools have conducted annually a great athletic contest in which the boys in each room, in the fifth, sixth, seventh and eighth grades throughout the city, constitute an athletic team, seeking to establish a record in chinning, jumping and running better than that made by any other team. In each borough the room making the best jumping record in each grade each year receives a trophy emblematic of the "Championship in Class Jumping." A similar trophy is given for chinning and running. Eighty per cent of all the boys in each room participate. In Ipswich, a town of 6,000 in Massachusetts, no muscular activities of this or any other kind have ever been conducted in the schools. In St. Louis competitive events have had little vogue in the schools heretofore. This past year the scheme outlined above was experimented with in five schools of which four have had

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formal gymnastics twice a week for thirty minutes for some years. A comparison of the records made in these events in these three cities throws some light on the value of this kind of activity in promoting vigor and strength. The comparison is restricted to the chinning and jumping as the running is not comparable in all three places.

The records are the averages of all those who participated—the schools in the borough of Manhattan in 1913-14, the 172 grammar grade boys of Ipswich and the five schools of St. Louis. The "standards" given in the table are the records that ought to be made by any normally developed boy in the respective grades.

COMPARISON OF NEW YORK, IPSWICH AND ST. LOUIS BOYS IN CHINNING AND JUMPING

A. Standing Broad Jump

Grade	Standard	* Ipswich	St. Louis	* New York
V - VI	5 ft. 9 in.	4 ft. 11½ in.	5 ft. 3½ in.	6 ft. ½ in.
VII - VIII	6 ft. 5 in.	5 ft. 5 in.	5 ft. 11½ in.	6 ft. 10½ in.

B. Chinning Horizontal Bar

V - VI	4 times	1.85	3.39	9.8
VII - VIII	6 "	2.3	5.	12.1

(* Knight—Recreation Survey of Ipswich—Sage Foundation)

Neither Ipswich nor St. Louis boys average up to the accepted standard. New York boys by the thousands exceed the standard by large margins, jumping nearly a foot farther than St. Louis boys and chinning two and a half times as much. Here is definite concrete evidence of the value of arousing the emotion of large groups by connecting up the competitive spirit with certain types of natural fundamental movements that are worth while.

The success of the "Wyoming Idea," the military-physical training scheme introduced into the high schools of Wyoming by Lieut. Steever of the U. S. Army, rests primarily upon *the use of the competitive principle* in all the activities—infantry drill, wall scaling, Gettysburg war game, rifle firing, camp and field craft (some boy scout activities) and scholarship. This spirit is

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promoted by every possible device—honors, special marks on the uniform, medals, team trophies, competition within and between schools, trips to other towns, great publicity and credit toward graduation. Divested of this factor most of the activities in this system would soon become monotonous, fail to arouse enthusiasm and lose their interest. This system deliberately excludes the great traditional games, being, in a large measure, a reaction against extreme inter-scholastic athleticism. It sacrifices, therefore, the greater values that these age-old activities have for (1) favorable physiologic conditions, (2) presentation of "life" situations, (3) broad range of constantly changing environmental conditions involving the highest degree of "reflex" adjustment—physical, mental and moral, and (4) the development of large personal initiative in harmony with the most exacting cooperative requirements.

St. Paul's School at Concord, New Hampshire, presents the best example in this country of the educational use of hunting, chasing and fighting games known to the writer. Doubtless many other schools under similar broad-minded leaders have adopted similar methods. The school is divided into two clubs dating from 1871 for rowing and into three clubs, dating from 1859, 1860 and 1888 respectively, for football, baseball, track and other sports. Every boy is a member. These clubs conduct tournaments in every sport with a first, second and third team series. In football for instance there are nine regular teams and nine "scrubs," engaging a total of over 200 boys at one time, over half of all the boys in the school. At the same time cross-country, rowing and cricket are on.

In 1911 Andover turned over a new leaf and adopted the "Andover Plan" which requires every boy to elect some sport in its season and train for a place on one of his class teams, coached by members of the regular faculty.

These schools exemplify what this writer considers is a rational scheme for the organization and management of the play life of the boys and girls of the four upper grades of the elementary schools, the secondary schools, and also the colleges—in that day when university authorities gain sufficient courage to stand fast against the athletic alumni whose sole criterion of a successful university athletic department is a winning football team. Given places upon which to play and time—not less than one hour daily,—and leaders with ideals of service and an appreciation of the physical, mental and moral opportunities involved in playing

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the great games and practicing the various land and water sports, there need be no anxiety for either the physical or moral vitality of the nation.

The scheme outlined below is based fundamentally upon the instinctive interest displayed by children in team games beginning at ten or twelve years of age, first noted by Dr. Gulick. Correlated with this is the tendency at about the same age or a little later to the formation of permanent organizations for the pursuit of various activities which Forbush found to be athletic three times out of every four. This plan provides a rational method for working out the idea of self-government, as it develops the initiative and self-control of children in relation to activities in which they have a strong original interest, which Suzzallo has shown is in accord with the natural history of all democratic governmental forms.

This plan was first worked out in the Central Y. M. C. A. of Chicago in 1899 where it had a five years' successful experience. Dr. Peterson demonstrated its practicability in Cleveland South High School. Its principles have been successfully applied in the Public Athletic League of Baltimore. The writer found in the Lyon Elementary School of St. Louis a most successful adaptation of the same idea.

Once established, the suspicion of the pupils overcome, and their confidence established, for the leader or teacher or principal it will be a problem of leadership and guidance and not of promotion. The essential factor in the administration of this scheme is the leadership. Everything else is subordinate to that. Weakness here is fatal. This plan has quite as great if not greater possibilities of going wrong, as of going right. As Joseph Lee says: "In play we are not fooling with surface phenomena but are dealing with the high explosives of human character." We cannot, however, deal with this problem here. We mention it only as a caution. This plan will not operate itself. Adult leadership is more indispensable here than in any other phase of educational endeavor.

The plans outlined are for an average elementary school with one or more rooms in each grammar grade with one hundred or more boys and as many girls in the four grades. The principles apply for larger or smaller schools equally well. The organization for girls should be essentially the same as for the boys. The

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same principles apply in secondary schools, only the details will differ.

Organize the boys into two clubs. Three or more are desirable when the membership of a club exceeds a hundred. Start by having the eighth grade boys elect two captains. Have these captains divide the boys who desire to participate between them by choosing alternately. Constitute a steering committee in each club of the captain and three or four others. Have this committee assign leaders from among the eighth grade boys to each of the other grammar grades, including at least the fifth grade. These leaders are to divide the boys in these grades between the two clubs by lot unless their athletic ability is well known, in which case they should be chosen alternately. It is important to have the clubs pretty evenly balanced. After the first year new boys coming up from the fourth grade or from other schools may be assigned by lot, unless a boy expresses a strong preference for one club or the other. Natural groupings should be permitted so far as practicable in deference to Gidding's principle of "the consciousness of kind."

Club organization including constitution and by-laws, officers, committees, rules of eligibility, discipline and all the other details, should be worked out largely by the boys themselves with the advice and aid of the principal and teachers. Local conditions must largely govern the general procedure and determine the particular form of organization to be adopted. The cooperation of parents and school alumni should be utilized, but should not be permitted to divert the organization from its primary aim which is to realize as fully as possible in the lives of all the pupils the physical, mental and social values of the hunting, chasing and fighting games. This of course does not exclude correlated and supplementary aims, but these must not interfere with the development of physical and moral vitality.

The next step is the arrangement of a schedule of activities. This requires as a first essential sufficient time for practice and playing. Many schools find it practical to use a half hour before school opens in the morning, another half hour at noon and an hour to two hours after school. In addition to these there is the period usually assigned to "gymnastics" within the regular school hours. This should be not less than thirty minutes daily but whatever its length its use should be correlated with this general plan. The recess which should provide not less than fifteen min-

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utes of actual activity exclusive of passing in and out, also has been made to contribute a worth-while period in many schools. The Gary plan provides the requisite time but until that plan is in more general use than at present, such adjustments as are suggested here will be necessary. It is not an impossibility to the interested principal or teacher.

The schedule should fit the natural seasons and divisions of the school year and include activities appropriate to the season. More than one activity should be running in each season so that differences of interest may be satisfied. *IN THE FALL*—climbing, prisoners' base, hare and hounds, field hockey, soccer football, class jumping; *IN THE WINTER*—hand ball, volley ball, basket ball, skating, class chinning; *IN THE SPRING*—dodge ball, long ball, playground ball, baseball, track and field, swimming, class running. This list is only suggestive, it by no means exhausts the repertoire of valuable games and activities. It is also to be remembered it is not intended to be an outline of a complete system of physical education, but a plan for the utilization of certain valuable activities whose practice under favorable conditions tend to the development of physical and moral vitality.

Easily correlated with the events named are the activities of the boy scouts, including week-end outings, "hikes" and camping, and summer tramps and camps, and shooting with sling, bow and arrow and rifle.

The schedule will provide for the playing of match games between the various teams of each division at least twice a week and also for the daily practice of each team and player in the technique of the game he is engaged in.

Having decided on the activities that are to be conducted, the pupils will be divided into teams for the sports they have elected. So far as practicable the two clubs should have equal numbers of boys in the same sport in the same grade. These should be divided into a first and second, or more teams, as the number of pupils and the requirements of the game may make necessary, allowing for one or more substitutes on each team. These teams should be permanent throughout the season.

It is not always desirable nor possible to constitute teams of boys of the same grade or room. Teams may be made up of seventh and eighth grade boys but it is important, as a rule, not to permit the competition of seventh and eighth grade teams against lower grades.

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Principals may find it desirable to ignore "rooms" and "grades" and use a physiological classification in accord with Crampton's recommendations. Local conditions and experience will enter here with much weight. The essential point to keep in mind is to have opposing teams as nearly equal as conditions will permit. Nothing so quickly kills interest in competitive games as inequality of conditions.

The so-called "formal" physical training of the school should be directly correlated with the games of the season and very largely constitute the "training" of all the players. It should include drill in the technique of the essential movements characteristic of the various games, such as the "start" in the sprint, the "approach" and the "take off" in the jump, "shooting," "dribbling" and "passing" in basketball and soccer, and the like, and supplementary activities for developing weak or deficient strength, wind or skill. The insistence on "good form" here as a prerequisite to efficient performance in the contest, will provide the best possible training in "good posture" correlated with an impelling motive.

The opportunities for the correlation of worth-while courses in hygiene and health and ethics with these activities are apparent and will be utilized by every progressive teacher.

The teachers and the captains will be the corps of "trainers." Each captain should be held responsible for his own team as to their training, conduct and scholarship. Through him the teachers should be kept in intimate touch with every pupil. The inestimable value of such a relation is apparent.

Scoring in these contests should be as simple as possible. Each separate tournament should be scored by the percentage system as in base ball. The standing of each club may be determined by adding together its percentages in all tournaments. This scoring should include "scholarship." Each school subject might constitute a tournament. Some system of scoring is necessary, the type is immaterial.

The scores should be posted daily in every room and on special bulletin boards in the hallways. This is vital to the maintenance of interest and is a practical guide for principal, teachers and captains in pointing out weak places that may need special attention.

Awards, prizes and trophies constitute an important problem but one fraught with considerable latent trouble for the unwary. Medals and other awards having tangible value should be avoided

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as far as possible. Giving sweaters, articles of clothing and the like should be tabooed. The aim should be to make the simple record of attainment the chief reward. Careful cultivation of the right attitude in this respect is important. Bronze buttons, cloth insignia on a coat sleeve, one's name posted on an "honor roll," are more than ample and easily established as a tradition.

Chief emphasis should be on the team and the club honor rather than the individual's achievement, though this latter wisely used is a powerful incentive to worthy effort. A tablet erected each year on the school wall reciting the club achievements in the various tournaments will satisfy every desire and will grow in interest and value each year. The ceremonies that may be built up around the awarding of trophies and emblems from time to time, may easily be made the occasion of driving home valuable personal and group lessons in fair play, "honor," courtesy to opponents and officials, "playing the game," training for the game of life, loyalty, patriotism.

This scheme has in mind primarily the interests of all the pupils of the school. It is not influenced by considerations of interscholastic contests. They are not excluded from a school by this plan but may be conducted in harmony with it, if the leadership is wise and powerful and able to stand against the overpowering influence of the "spectator" interest and the demand for "winning" teams. Interscholastic games have a definite social value and constitute the most powerful influence so far devised for integrating the social consciousness of the school group. They develop a great force that can be utilized as a valuable educational agency for advancing the social and moral development of the whole group, or it may become a positive influence for evil if uncontrolled or wrongly led.

A program of interscholastic sport should not be entered upon without careful counting of the cost and providing against loss to the general body of pupils. Certainly no interscholastic events should be engaged in where such participation excludes any considerable number of pupils from the benefits of such a scheme as outlined above, nor at all until there is reasonably adequate provision for a majority of all the pupils.

Interscholastic games have no place in the schools unless they are a positive influence for good. To be this they must be conducted on school or other grounds where the control is pri-

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marily through the principal, teachers and pupils themselves and not through the city police. This requires suitable school grounds and games that can be played upon them. It also requires definite cultivation of the situation in advance by principals and teachers with their pupils. Holding such games at places where the bulk of the pupils cannot see them is of little value to the school. Successful tournaments can be held under the conditions stated. This has been amply demonstrated in many places.

This plan does not exclude the annual field days of a single school or school system. There primary provision is made for the attendance of the school membership. Such occasions where rightly organized and conducted, materially strengthen the forces for fair play and sportsmanly conduct radiating from the school grounds under the influence of such a system as has here been outlined.

RECREATIONAL AGENCIES

J. R. Richards, Superintendent of Sports and Recreation, South Park Commission, Chicago, Ill.

The term *recreation* has a very broad application today. Certainly the developmental agencies have all come to look upon recreation as connoting the ways in which the people use their marginal hours. Recreation is the use made of leisure time. Since the significance of this portion of our lives is being diligently studied at present, perhaps a grouping and an examination of existing recreational agencies may be helpful.

The classification offered below is based upon the methods of financing, and, if not exact and all inclusive, may be suggestive:

(a) *Commercial Agencies*: 1. Saloons 2. Movies 3. Vaudeville 4. Theatres 5. Pool shacks and billiard halls 6. Bowling alleys and shooting galleries 7. Dance halls 8. Cabarets 9. Professional ball parks 10. Amusement parks 11. Shows and circuses 12. Commercial bathing pools and beaches.

(b) *Philanthropic Agencies*: 1. Settlements 2. Y. M. C. A's 3. Y. W. C. A's 4. Boys' Clubs 5. Girls' Clubs 6. Privately promoted free entertainments of all kinds

(c) *Mutual and Private Agencies*: 1. Gentlemen's clubs 2. Ladies' clubs 3. Country clubs 4. Neighborhood clubs and associations 5. All private facilities, autos, horses, carriages

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(d) *Public Agencies:* 1. Parks and parkways 2. Bathing beaches and pools 3. Playgrounds 4. Recreational parks 5. Schools as social centers 6. Libraries 7. Museums 8. Streets and alleys (in part) 9. Lake (in part)

Commercial Agencies

Commercial recreation, very largely, fills the leisure period. All commercial recreation is not bad and all is not good. No quarrel or attack is to be made upon all of it, but an understanding of its workings is important.

Recreation for Profit of Others

Commercial recreation seeks to get the maximum receipts at the minimum cost. In other words dividends and not human development are its chief concern. Following long approved channels of business efficiency, it allies itself with anything that will get trade; it offers cheap goods and develops a demand for them. The desires and inclinations of the people do not shape the character of commercial recreation. Commercial recreation corrupted the recreational desires of most of us long before we knew what was happening. We were brought up on a system of providing profits and employment for others in our pleasures. There is little reason for deprecating the people's taste as long as we preach the influence of environment and the instinct for recreation. The laudable ambition and effort to develop in the nation an appreciation for better music, real art, an inspiring drama and an individual literature, are thwarted and defeated by the *laissez faire* theory of recreation. Recreation for all the people, all the year round, with elements of progress in it and ideals running all the way through it, must come from influences other than those commercial. A boy or girl fed upon the cheap pastimes of the nickelodeon, the cheaper vaudeville, the vulgar dance hall, the bowling alley and the cabaret is not going to be interested in outdoor life, civic music or "little theatres." Commercial recreation shaped the character of our desires and, while it may answer an immediate demand, the demand was created by this very same institution.

Not Developmental

Commercial recreation is not developmental, and from its very nature cannot be. Participation is essential for development and progression is an inevitable result of participation. Growth will hold our interest for years; commercial recreation produces ennui and the *blasé* people of our population. Nearly all our commercial recreation is passive. We pay others to amuse us and the spirit of

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commerce cannot figure any other way of giving us pleasure that is half so profitable. We go to *see* and very seldom to *do*. We watch a lot of men work at baseball for the money they can get and for no other motive. It does nothing beneficial for the spectator, beyond what he could have got by riding to a park and sitting in the open for a couple of hours. We go to see the movies, the circus, the theatre—go to *see*, not often to participate and get busy ourselves.

Passive pleasure is offered to us by commercial recreation. There are exceptions, of course, such as the dance hall, the bowling alley, billiard hall, but they are not such as to offer the essentials of a beneficial or developmental plan. Participation in vigorous games and even those not vigorous, demands space and distance from the vendor, the barker and the bar-keep and commerce at once loses interest. Participation is essential to develop the exercise habit that conserves us for maturity and makes us for a long period producers and not parasites.

Anti-social

Commercial recreation is anti-social in the sense that it discourages family life. Commerce gets after the member of the family with the money and therefore offers a large program for the father and a meagre one for the rest of the family. There is no commercial recreation that offers something for the entire group, (except the movies), consequently the family breaks up for its pleasure. Pa goes to the saloon, big brother to the pool shack and big sister to the dance hall, while the babies stay home with ma.

Avenue of Vice

Commercial recreation furnishes all the channels of communication to get in touch with vice and too often develops an intimate acquaintance with some of its phases. Vice sneaks along the path of commercial pleasure. The dance hall brings grist to two mills, and they are not mills of the gods; the brothel and the saloon. The pool shack is a fine training ground for young gamblers and crooks. The guards are down when we go out to have some fun and it is a fine time to step up and invite us to take a spin.

Many of our social problems are nothing but manifestations of the effects of commercial recreation in a social organism that offers no decent and adequate substitute. The recruiting of girls for the white slave traffic is not a separate and detached problem; it is not an incident of a necessary sex depravity. It is a recreational and economic problem and the cure lies in toning up of the whole

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system, rather than in a healing of the sore and a consequent dispersing of the poison.

Youth is a period of activity and recreation must offer it something to do. Commercial recreation gives it something to see and rubbish to buy and too often will suggest an outlet in the wrong direction for the instinct to act.

Bad Politics

Saloons and their annexes offer about the only meeting places for political organizations, labor unions and racial groups. This condition is responsible for many of our political difficulties. The saloon seeks special privileges and goes into politics to get them. Commercial recreation has seen the demand for a place for discussion and deliberation and has used it and turned it against the well-being of society, when it should have been the greatest aid to our civic and political betterment. Any political measure that may trench upon the liquor privilege encounters a terrific opposition. Suffrage for women has made slow headway in states controlled by the liquor interests. Progressive legislation of all kinds has been hindered by these ramifications of commercial recreation.

No Solution

Commercial recreation as a solution for our needs during our big leisure period is not a success. Primarily selfish, and necessarily so, it has been base and mean where the highest ideals and standards were essential. Sporadic efforts, primarily commercial, do not defeat the conclusion against this commercialization of human pleasure. The old chant, "We give the people what they want," does not help the condition nor point the future. The people are not born with an appetite for whiskey and do not inherit a taste for wicked amusement. Both are acquired tastes and their manufacturers and producers are responsible for both. We shall have low standards in our commercial recreation as long as the field is controlled by selfish interests. It is a question, perhaps we may say it is not a question, whether commercial institutions should be left to control any field dealing with human pleasure.

Dollar Cost

The monetary cost of commercial recreation is enormous. With the saloons, which are generally classed as neighborhood clubs, the yearly expenditure in a city like Chicago is staggering. It will develop its importance in the minds of some of us, to count part of this cost. There are seven thousand, two hundred saloons in Chicago, each paying a yearly license of a thousand dollars. Seven

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million, two hundred thousand dollars for the privilege of selling liquor! The yearly receipts of these saloons have been estimated at twenty thousand each. This estimate was based upon internal revenue receipts, brewery and distillery statements and some first hand testimony from saloon men. This estimate is not far from accurate and the total is one hundred and forty-four million dollars. There are a number of big cabaret saloons and restaurants whose receipts for drinks are over two hundred thousand dollars a year. This sum of money, alone, devoted each year to decent and wholesome developmental recreation, would revolutionize the city in ten years. Recreation and neighborhood centers, municipal theatres, libraries, social centers, bathing beaches, parks, concerts, vocational lectures, art clubs, dramatic leagues, civic music, playgrounds, meeting places, forums, with the best talent in the world to direct them, would all be possible.

There are four hundred thousand people going to the movies every day in Chicago. This is an average daily expenditure of thirty-five thousand dollars, or more than twenty million every year. Adding to these enormous sums the expenditures for seats at the big theatres, vaudevilles and professional baseball games, which is conservatively ten million, and a part of our yearly expenditure for commercial pleasure becomes one hundred sixty-six million dollars. These figures are not wild and chimerical but are based upon solid facts. Are we getting value for this money?

Commercial recreation is not only failing to give us what is needed, it is working positive injury to the individual and to the group.

Public Agencies

Public recreational agencies or facilities fall into two classes: those supervised and those not supervised. The history of the public acquisition of these facilities gives an inkling of the development of directed public recreation. Out-of-door space is a patent need for the people, if they are to enjoy the traditional pastimes of out-door life. Every small community, in our early history, had the "square" for meetings in the summer and the church or town hall, for the winter. Woods and plains were near at hand, and there were no "no trespass" signs to keep out picnickers, hunters, nature lovers or strollers. Our crude ideas of town and city planning called for public parks at an early date. The development of their uses has been as rapid as their general acquisition and both are due to the needs that come with congestion. From meeting places and

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show areas they have run the gamut of evolution until they are accepted in enlightened communities as pleasure places for all the people.

The next step dictated by the demands of growing populations was sufficient supervision to insure equal rights to all. A system of policing grew up and rules were formulated. Areas for games or picnics were made secure to those in rightful possession and rules for getting possession were made. The necessity for something more than care-taking in spaces set aside for children's play became evident, with a little experience, and leadership for children's playgrounds was provided. The playgrounds were thus the first agencies or facilities to be provided with leadership and direction.

The movement to provide public recreation then went indoors and the necessity for winter as well as summer recreation was considered. Play is the chief business of children and they were cared for first and play rooms and gymnasiums for children were provided. The wisdom of directing activities demonstrated itself at once, and is recognized in the wider movement, now under way, which aims to provide recreation for all the people all the year round.

Essential Features

Public recreation may or may not be free and may or may not be supervised, but if intelligently directed it offers essentials not ordinarily found in commercial agencies.

The exercise habit for the masses cannot be developed and continued except through public agencies, certainly not through commercial recreation. Country clubs, Y. M. C. A's., are ministering to a few and often perform very efficient work, but public provision is necessary, if the masses are to be reached. Many cities and towns which are excusing their lack of provision for recreation upon the plea of limited charter power, will find it in the clauses granting them power "to provide for the health" of the people. The town constable or marshal could enforce reasonable rules on a playfield, provided with tennis courts, diamonds, and simple apparatus and justify, to some extent, the wages paid him.

We employ police officers and others to prevent the people from doing bad things, or forbidden things, but we reluctantly employ anyone to help them do the right thing. The traditional ideas of legislation are "restrictive" and "punitive" in so far as they affect humanity. Constructive legislation is just beginning and public recreation can come only when we get the courage to make con-

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structive laws and spend public money for other than remedial purposes.

Public facilities must be provided to develop a community consciousness, in most cities.

Public Interest

Public recreation, in its widest significance, will never come, until it begins to include all the people, particularly the mature portion.

Human selfishness does not expire with the adolescent period, any more than does the play instinct, although the latter may atrophy, as is evident from the "habitants" of many of our towns and villages. Self-interest gets support, and when public recreation more generally satisfies the desire of the taxpayer, or better, the voter, it will become more general and more effective.

Adult Program

No one has worked out a satisfactory plan of adult recreation, wherein supervision and leadership exist. Wherever it has been attempted nothing more startling than a "let's-be-folks" meeting or thoroughly innocuous entertainment or municipal dance has transpired. It has missed fire, not because of lack of intention but because of lack of intelligence. *Recreation* is not an *event*, a function; it is a habit and demands the decent attention accorded any other habit. Public recreation that comes into existence because of pondering upon the fancied tribulations of the deserving poor, is nothing but an echo from the dead past, from the period that believed that human instincts and desires differed with the various strata of society.

Public recreation must afford opportunities for all the fundamental recreational needs of all the people, before it will in any way express itself or come into its own. Of course, it will cost money to do it adequately, but it will not cost as much as the yearly expenditure for whiskey. It will not come at once, but whenever proper facilities are secured by a community, it should be *attempted* and it will grow in no other way.

Public recreational facilities are usually provided today because of the power of the health argument and their administration is upon that basis. This is good, but it is only one-third the way. It must offer training and opportunity for higher ideals and greater individual efficiency.

There is no provision for taking care of the needs of the leisure hours of the people in the fullest sense. Rural districts and communities are being depopulated because of this neglect and

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frantic efforts to stem the movement, without sensing the real cause of the trouble, are being made all over the land. Boys and girls leave the farm, not because the work is hard there, nor because of more primitive ways of living, but because of the compulsory isolation and monotony of existence. Recently arrived racial groups huddle together in the cities, not because they like the life imposed upon them, but because they are gregarious animals and must communicate with their kind.

Children's Playgrounds

More adequate provisions have been made for the recreation of children than for any other portion of the population. For health reasons they need play and decent living conditions more than the mature. In congested centers they need play provisions more than in the country. They have little social inheritance and less and less leadership from their parents in the rules of play and games. The modern playground movement has been and is a most helpful agency for the general betterment of the child, but it is time for it to go on and realize that recreation must be extended all along the line. The whole movement, too, must be divorced entirely from the field of charity and made to rest upon the community. It is a community responsibility.

In general then, public recreational agencies are administering to the health needs of the people, particularly the children, but are neglecting the larger purposes of the period and the mature part of the population.

Private and Mutual Agencies

Private recreational agencies are those that are owned by private individuals. Such agencies will always exist, probably, and all individuals will agree that this is right. Mutual organizations for recreation approximate public facilities in their purposes and are often well administered. Too often, however, they are exclusive clubs and develop undemocratic ideas. No one should object to the principle of choosing one's associates, and I do not wish to be understood as doing so, but private organizations very often emphasize the *right of selection* more than the aims and purposes of the select or elect. Boys' and girls' frats and sororities in high schools and colleges are often baneful examples of undemocratic tendencies of exclusive social cliques. The distinguishing feature of all exclusive social clubs or sets is sportiness and snobbery. If there are exceptions I do not know them.

Private means of satisfying the recreational desire must al-

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ways appeal to the individual and will always be the method of satisfying the personal and individualistic desires. It is only the desires that are universal that should be considered by public agencies. The desire to travel, to hunt, fish, to make pictures, and to follow specialized lines of human activity can never be the province of public recreation; although even here the national government is conscious of a responsibility in the making of national parks and reserves and permitting the use of these facilities for some of the reasons enumerated above.

The desire for health, communication with one's kind, higher standards and individual betterment are universal longings and needs and our modern conception of social justice is insisting that every man, woman, and child be given a fair chance to secure them.

RECREATION QUESTIONS ANSWERED *

Ernst Hermann

The number of children one play leader can handle to advantage depends upon the degree of the advancement of the organization and the degree of self-management which has been developed among the children. It is dependent upon the age of the children, whether older and younger children are playing at the same time in the play center or separately. It is further dependent upon lay-out of buildings and grounds and equipment.

A play center containing a nursery, a kindergarten, a few separated play spaces, a couple of play fields, apparatus for young and old, play equipment for younger and older children, dancing spaces, automatic music, all these facilities both indoors as well as outdoors, *i. e.*, a center containing four to six acres of land, well-arranged, and a building 120x80 feet, two floors and a basement, could accommodate a thousand children during the day and 1,500 people in the evening. This would require two janitors, two matrons, eight play leaders and two directors. This is, of course, only possible if the numbers were allowed to grow gradually from a small beginning of 200 to 300 children of all ages.

Let us explain this with an example from organized play in a school. We will suppose that we have a modern school building.

* Answers to a series of questions asked the Association and by it submitted to a number of students of play problems

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The basement contains, besides the necessary usual equipment for heating and ventilation, proper toilet facilities, dressing rooms, bath rooms.

The first floor contains one large hall used for play, for formal physical training, for assembly purposes and for shows. Besides this, the first floor has a number of play rooms equipped for smaller children's play during day times, and certain small group games for adolescents and adults during the evenings. It has also on this floor, rooms for occupation play and manual training. The second and third floors are the regular school type rooms. A few of them have modern movable desk chairs. This school accommodates 2,000 children.

In front and on both sides of the building, we have a three-acre playground. On such a playground we could have on one side of the building the play space for infants and primary grade children. On the other side could be a playground for girls, and in front, a fairly good playground for games requiring large space.

The surface is graded and surfaced for both summer and winter work.

Liberal equipment both stationary and movable is placed where it belongs.

There are sufficient shade trees where they belong, and some adjustable shade and shelter arrangements on the two side playgrounds.

Such a school building would have about forty-eight class rooms and at least forty-eight teachers, one teacher for about every forty-four children.

Now if half the number of the children of this school were to have more or less active play in this building and in this yard (both finely equipped and laid out to make organization easy) it would need at least twenty-two leaders for these 1,000 children to have wholesome activities and to have order and discipline. These leaders would have to be well versed in play and recreational activities, and they would have to be directed by an experienced principal or director.

Nobody would think of having fewer instructors if 1,000 children were to use this center at the same time for recreation purposes.

This same number of instructors or play leaders would be needed for recess play. This same number would be needed if the center is a new experience in any kind of a neighborhood. This

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same number would be needed if the population were rapidly shifting. *This same number would be continuously required in centers where play and recreation means only constant teaching of new activities or where it means mere entertaining, and keeping children busy and active.*

The whole question of number of leaders for certain definite numbers of children, adolescents or adults, is simply a matter of teaching and developing self-management by gradual and persistent and never-ending organization.

The basis of this whole organization must be the formation of the 1,000 children into small groups or gangs of eight to twelve members, each with the group or gang leader, self-elected and self-propagating, in exactly the same way as old neighborhood play life used to do—six to eight of these gangs for a class group, and a number of class groups to a district.

Take the usual conditions as we find them almost everywhere. We have, let us suppose, a class of fifty children of about thirteen years of an average age. The teacher or leader has an hour or half hour or a whole day or a whole vacation for recreation with this group.

He takes them out and gives them a setting-up drill in one group. They are divided into teams and they have races and some ordinary games. Then, because they have at their disposal a whole acre, they play some active games such as baseball. He lets part of them play a spell, then another part a spell. He gives them some instructive talk on Nature. They have some folk dancing. They read a story, they dramatize it. This goes on day after day. The children learn some new games, they learn to play the games better every day. They even have cleaner speech and more sportsmanlike manners, and to be sure, a number of them gain in health and some overdo.

How many weeks, or days, or hours, or minutes do you suppose this group of children would continue to have the same play if the play leader stopped coming?

My answer is, it would not last many minutes unless these teams or groups had been welded into self-directing and self-perpetuating gangs or teams or clubs.

If the leader had taught them the meaning of real gang-ship, real leadership, real democratic organization, real sportsmanship, real loyalty, real patriotism, and had used his daily activities as lessons of what such organization can accomplish, what it will really

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mean in amount of fun, in experience, in fellowship, he would have formed the nucleus for a whole district playground.

The cleverest all-round athlete, the smartest teacher or director can only hope to hold (continuously attract) children, adolescents, or adults up to a number he or she can personally entertain or keep busy. This number on a small neighborhood playground or school yard fairly well equipped will not be much above sixty heads for a certain length of time. But if these athletes, teachers or directors can develop self-management and organized teams or gangs and clubs, each of them can in a year's time supervise 500 to 600 heads.

In my daily experience I meet hundreds of teacher and leaders and directors who lack this essential capacity. They are always a failure as far as the real civic problem of the play and recreation movement is involved. Some of these work very hard and very earnestly, yet their playgrounds and recreation centers do not contain one-tenth of the number they ought to have. Constant leading and constant teaching without organization of self-management will not hold the real boy and girl leaders, and without these real boy and girl leaders of the neighborhood in the center, they will get the "gangs" outside the center.

This is a rather lengthy discussion of what I might have easily answered in a few sentences by stating maximum and minimum numbers that can be handled by first class, second class, third class leaders, but it seems to me pertinent because upon this quality revolve all the other answers.

For instance, anybody can see that such organization is not possible with the infants or the children of early childhood age (4-6). Yet, if such organization has been established among the children of 7-9 and 10-13 and 14-18, such organization will help to take care of the infants and the children of early childhood age. This is always the case because such organization develops among the girls as well as the boys real fellowship, responsibility, trustworthiness, love of fellows, helpfulness and friendliness, cheerfulness and reverence for helpless young and old.

I believe this is a most important need of our neighborhoods with their broken family life and lack of neighborliness and distrust and suspicion.

Furthermore, upon such organization depends the development of some of the most valuable forms of recreations such as hiking, exploring, visiting museums and other points of interest, excursions.

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Not only do all organized activities and games depend upon such organization, but also all forms of free play on apparatus and the use of all other equipment.

The greatest return will come for a higher type of citizenship.

If the layout indoors and outdoors is carefully planned, especially with regard to avenues of access and suitability of location and if each have an adequate and appropriate equipment, the average square yards of floor space in the building and in the yard are the same, *i. e.*, five square yards per individual.

We must, of course, take into consideration that certain accommodations for certain features accommodate occasionally a very much larger number of individuals, I refer here to galleries and bleachers and grand stands. I have in mind too that tables and benches are furnished for indoor and outdoor use. No outdoor recreation center is adequately equipped without tables and benches. I do not, of course, mean the usual school room equipment.

Before leaving this question I summarize as follows:

The poorer the stationary and movable equipment, and the poorer the organization of the space and the equipment, the more leaders will be needed and the more entertaining and personal leadership of the instructor will be required.

With adequate space, layout and equipment, and with organization of self-management, the number of individuals under each leader can be multiplied *six to ten times within one year*.

The question of length of time that children care to play active games indoors and the length of time outdoors is also very much involved. It is a question of utmost hygienic importance and can be answered only in a general way.

In the proper environment even infants will play all day while they are awake, and they may be allowed to do so without any possible harm. Directed play, which stimulates the child into diversified activities of varying degrees of physical and nervous intensity, must be handled with great caution and no two children may even then be equally benefited.

Spontaneous play of children up to nine with an occasional short period of directed play (specific reactions involving play) is probably the best kind of play. If indoors, such periods must be shortened and must have frequent intermissions of free play. During ordinary school recesses, the average child should have from ten to fifteen minutes of vigorous play.

Active games which demand severe physical and nervous ap-

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plication, if directed, must be very short indeed. In free play the child will normally react actively and rest alternately. The system of each child responds automatically.

No definite rule should be made and no two children can be expected to react alike.

After nine years of age regimentation requires that children learn to do even disagreeable tasks and that they learn the meaning of concentrating mental and physical efforts.

The periods of active play grow naturally longer but if left to themselves more or less regular intermission may be observed in their play. They frequently turn from active play to quiet forms of play and again and again "stop to argue."

Among boys, as well as girls, severe physical competitions will be observed between nine and thirteen years of age and the stimulation of such competitions, *i. e.*, exertion, is quite the thing in this period. In handling large groups of children, say forty, it is, however, wise to organize their games and activities in such a manner that the weaker children may drop out at least temporarily without spoiling the games for the rest.

For instance, if forty children are divided into five teams of eight players each for relay races or tossing games, after a few races or innings the leader should announce that the next race will be six players to the team. In organized school games, this arrangement is always a wise precaution. At first everyone plays and here and there where a team is shy one player, another plays twice. After a few games reduce the number per team. The weak ones will drop out automatically and later during another activity they will participate again.

To summarize: In schools where children enter the playground in groups which correspond to the grade standing (academic), in other words, where the groups are not physiologically homogenous, it is wise to alternate vigorous games and quiet games and to organize the games to allow individuals to drop out without weakening the group.

In directed vigorous activities, it is wise not to stimulate over exertion but to demand only honest efforts on the part of each individual, and it is wise to remember always that spontaneous application, mental as well as physical, has far greater educational value than forced or compulsory effort.

COMMENTS ON ANSWERS TO QUESTIONS

George Ellsworth Johnson, Assistant Professor, Division of Education, Harvard University, Cambridge, Massachusetts

I fully agree with Mr. Hermann that organization into groups will greatly increase a leader's power in handling a large number of children. An attempt to organize groups on the playground has been made by most strong playground leaders. With a floating and very changeable membership, as is usual on most city playgrounds, the problem becomes very difficult, and Mr. Hermann's estimate of 600 to a leader is far beyond the capacity of a leader under ordinary playground conditions. Under public school conditions, with a stable attendance, the problem is much simpler; but there is no need of one's handling so many. If the teachers are truly fitted to teach the children they have, they are able to lead them in a good measure in most of their play. I think Mr. Hermann too sanguine in the matter, so far as his estimate applies to city playgrounds and recreation centers.

But under the most favorable conditions, I believe there is a much smaller limit to the teacher's capacity to handle children successfully than the one estimated by Mr. Hermann. Many types of play, as for example, dramatic play, needs a closer touch and more intimate leadership than can be given by one person to 500 or 600 children at the same period. I think here organization and grouping can extend a leader's capacity, but no one yet, I think, can give any very reliable estimate.

The tendency of the years has been to decrease the number of children to a teacher in public schools. If play is an essential part of education, there is no reason why we should consider it necessary or wise to have any one person responsible for several hundred children at once.

Ages	Indoors		Outdoors	
	With Equipment	Without Equipment	With Equipment	Without Equipment
0-3	10		10	
4-6	30	20	40	30
7-9	30	20	50	40
10-12	40	25	50	40
13-15	40	25	50	40

These are maximum numbers for real leadership by the at-

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tendant. After the children have been organized and leadership has been developed among them, the number can be greatly extended, if the space is adequate.

A minimum space indoors for good work is 30 square feet per child, in a group of 30 or more. The equipment does not make so much difference as to space required as do the types of games to be played. A playroom should be as large as suggested above whether it is supplied with equipment or not.

One can answer the question how long children care to play active games about as easily as one could say how long men and women like to read books. I think children should have five hours a day for plays, games, free occupations. As for play during the school period, I think a half hour a day is a minimum.

TEXAS PLAYGROUNDS INFLUENCE MEXICANS

J. H. Stine, Formerly Supervisor of Playgrounds, El Paso, Texas

El Paso is a city of about 60,000 inhabitants. It is situated on the Rio Grande river directly across from Old Mexico. Approximately one-half of its population is composed of Mexicans, many of whom are United States citizens, others transients, and the remainder refugees awaiting the coming of peace in Mexico. To the visitor, the city offers many surprises. After a journey of many hours over desert and apparent waste land, to find an enterprising city, of modern aspect, with paved streets, concrete office buildings, and the customary city improvements is indeed an astonishingly dramatic climax to a wearisome ride.

There are many trees, and flowers fairly abundant. Most of the beauty is, however, "north of the tracks," which means in the "American" part of the city. The Mexican population, on the whole, dwell near the river in little adobe huts which stretch for miles in zig-zag convolutions, looking much like the "streets of Cairo" of a common street carnival. Neither section of the city has adequate play or recreation facilities. The few parks are of the "Plaza," or "Square" type and are small. The one large park is on the outskirts of the city and has few recreational features aside from a ball field and a racetrack. The thousands of motor-cars in the city make the streets unsafe playgrounds for the children, even in the Mexican quarter which is also the wholesale and warehouse

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district, and El Paso is very much in need of public playgrounds.

The school grounds are fairly spacious. None are large enough, but in many instances they are larger than those found in other cities. Consequently the school grounds have become El Paso's playgrounds. Several schools in the Mexican section have been so used during the last eight months and the response on the part of the Mexican children and their parents has been gratifying.

Mexican children need supervised play. Their inherent play instincts are expressed through lowly organized play forms when they play without adult leaders, or supervision. Absence of a play program means a "rough-house" playground. Bullies predominate to a much greater extent than on "American" playgrounds under similar conditions. The small are the victims of the large. Grabbing a small boy and slamming him to the ground will provoke a hearty round of laughter from the onlookers.

Handball, or "rebote," is the one active game that Mexicans will play to any great extent spontaneously. Even with expert supervision and direction it takes much effort to develop a highly organized team spirit. There are two notable exceptions to the above, however. The Mexican boys take to soccer football like ducks to water, and they learn baseball surprisingly well, and become fast and accurate players. They have much potential athletic ability and when they desire to exert themselves they become keen and clever opponents. Aside from "rebote" the two major sports of soccer and baseball seem to occupy their entire attention and the boys will do nothing from morning till night but play "kick-ball" (as they term soccer) if they are permitted. But they must be supervised in these two sports or they will soon be found breaking up into little gangs and squabbling and fighting, and "rock-chunking" which is almost a pastime, and needs no encouragement and much suppression. Therefore the play leader on a Mexican playground has a steady job cut out for him, one which demands a good admixture of initiative, energy, resourcefulness, goodfellowship, and ability to do hard work. A large number of Mexican boys became interested in playing the game of "tip-cat" last summer. They had never seen the game before it was introduced by their playground director. Any lover of play would have been much gratified could he have seen the enthusiastic manner in which all ages and sizes of boys played the game. For weeks it was the "rage" of the playgrounds and only with the approach of fall and "kick-ball" season did its popularity wane.

TEXAS PLAYGROUNDS INFLUENCE MEXICANS

Active play has apparently been an unknown thing to Mexican girls. At first it was almost impossible to get a response from them. Not because they lacked inherent instincts and desires for play, but chiefly because of their shyness and timidity, and their unwillingness to perform in public. They did not like to play where the *Hombres* could see them. When folk-dancing was first introduced they very shyly said: "We do not like to lift the foot so high." But they could not long withstand the infectious spirit of play generated through the many and varied wholesome activities planned, promoted, and directed on the playgrounds and soon large groups of Mexican girls could be seen entering into the sports and games with a spirit and zest most stimulating to the observer. Since the introduction of the work the girls have taken up and mastered many games, among them being Newcomb, volley ball, basket ball, and playground ball, which is the favorite pastime of the majority, even exceeding dancing in popularity at the present time.

That this healthful opportunity is appreciated by the parents and guardians of these Mexican children cannot be doubted by any who pass by, while the children are at play, and stop long enough to witness the scene of happy, active children and the usual band of spectators. Many the nod of approval and smile of joy and pride as some favored son or daughter makes a clever play. And the *Hombres* themselves frequently throw off their coats and take part in a game or contest. What this work will mean in the future to Mexico, when peace has finally come and the thousands of refugees have gone back to their native land, one with an imagination can readily reckon. The example seen here may well inaugurate a campaign in Old Mexico to establish public baths and recreation centers in every "Ciudad" of that wonderful country. What the results may be in future commercial relations between the Southwestern corner of the United States and Northern Mexico may be likewise imagined by people who believe that the play-life of the boy prepares for the work of the man, and that clean competition on the field of play will awaken respect in the hearts of boys for the abilities of their opponents that in later years will react in making them clean and honorable business men in the commercial world. Be that as it may, it is certainly true that some thousands of boys and girls who have been forced from their native land by war and revolution, and the devastating influences of hate and rebellion, to seek respite with their fathers and mothers in the Land of the Free, will return to the native home-land to reclaim and repopulate it,

BOOK REVIEWS

taking with them not alone memories of poverty and despair, but memories of many, many happy and joyful hours spent on the playgrounds of El Paso.

BOOK REVIEWS

EDUCATION THROUGH RECREATION

By George E. Johnson, Division of Education, Harvard University. Published by the Survey Committee of the Cleveland Foundation, Cleveland, Ohio, 1916. Price, twenty-five cents. May also be secured from the Division of Education of the Russell Sage Foundation, 130 East Twenty-second Street, New York City

EDUCATIONAL EXTENSION

By Clarence Arthur Perry, Associate Director of Department of Recreation, Russell Sage Foundation

These two books represent two sections of the report of the Educational Survey of Cleveland conducted by the Survey Committee of the Cleveland Foundation in 1915. Twenty-three of the sections will be published thus as separate monographs and in addition there will be two larger volumes.

Mr. Johnson finds in Cleveland a division devoted to "schoolroom and indoor recreation" of the pupils of the first four grades that is nearly unique among school systems. The summer playgrounds drew 163,366 separate visits at a total cost of something over \$5,000, "which means that the cost per child was under three and one-half cents per visit, or about fifty cents per child for the entire summer." But the school playgrounds were idle most of the year and it was not until several members of the Survey Committee had made over a thousand classroom visits, covering all of the schools of the city that they found one gymnasium being used for gymnastic purposes. Athletic badge tests were generally—and commendably—in use but "these fall far short as a substitute for athletic games. The spiritual value of competition in which boys of this period are absolutely engrossed is the maximum of effort which it calls forth. In the majority of cases the chief difference between men in the presence of a crisis lies in the relative capacity for extreme effort. This capacity is part of one's character. Competition is an essential in the moral training of children of these grades of the elementary schools, for without it few, if any, will ever reach a maximum of development of the will and capacity to try." "And the matter (of organization of team games) should not be postponed till the high school period, for the majority of school boys never reach the high school. But they do become citizens.

"Therefore, the organization of inter-group school games in a democratic country is a fundamental duty and unavoidable responsibility of the educational system."

The investigator found a good list of games issued by the department of physical training for use in grades three to eight—classified under three heads, namely, Song Games, Room Games and Playground Games. "Not one of these,

by any stretch of the imagination, could be conceived as holding such widespread interest as do our great national games, which boys of grammar school age universally admire and attempt. . . . Athletic games in a very few years greatly influenced 100,000 Filipinos in departing from the ghastly custom of head hunting. But Song Games, Room Games, and Playground Games of the kind mentioned could never have converted Filipinos from head hunting, nor can they convert or restrain from hoodlumism, from 'bumming,' from 'rushing the drunks,' from street fighting, and from other undesirable gang activities, the boys who begin to participate in these things long before the elementary school age is passed and the high school age is reached."

Investigation revealed that "school plays and games interested children (in their spare time) for only fifteen minutes in two days. Other plays and games held their interest for six hours and twenty-nine minutes in two days."

Recommendations for strengthening the good work already done and increasing its scope close the volume.

Mr. Perry's report uses a splendid neighborhood center now in operation to illustrate what could well be done in every section of the city. After various experiences in trying to develop evening activities in a more or less haphazard fashion, the Cleveland Board in 1915 created the Division of School Extension, which gives great promise of inspiring developments.

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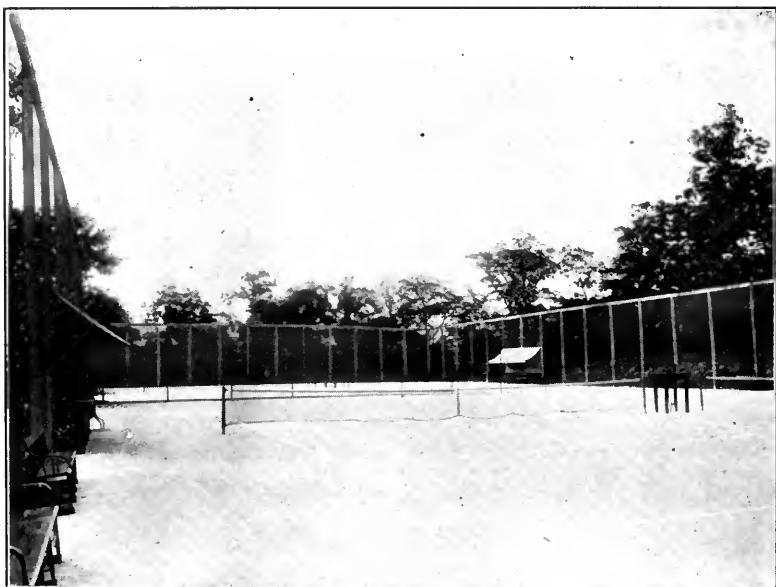
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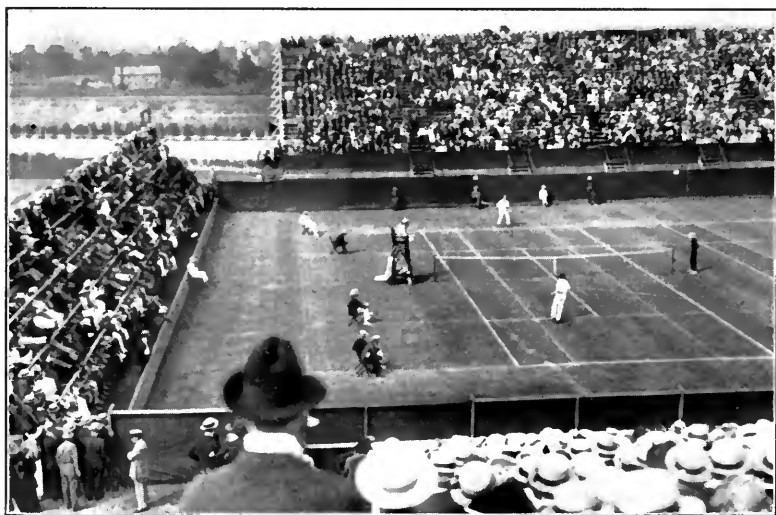
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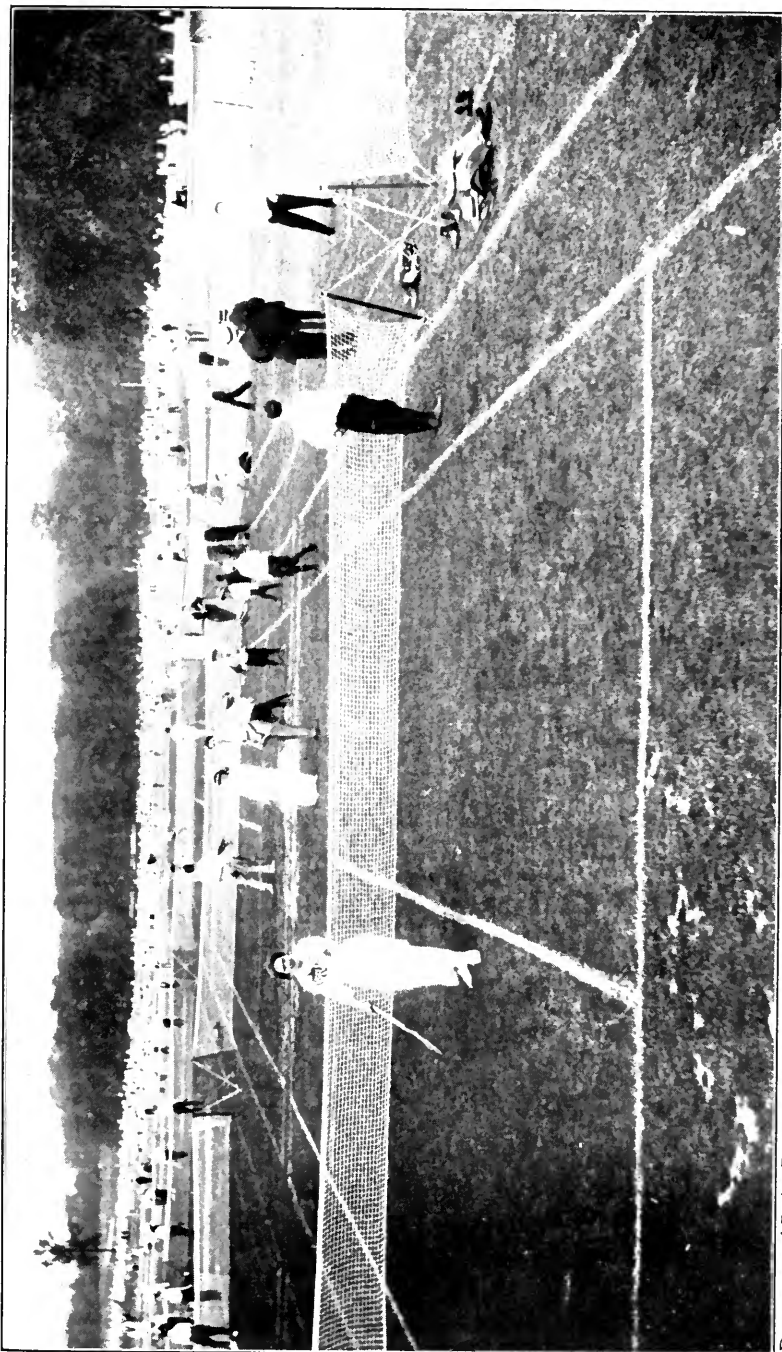




Clay court showing distance that should separate court from back stops at sides and ends; seats for officials, umpire's table. On the right it is apparent that the ground has been cut down leaving a terrace, in order to get proper level for court

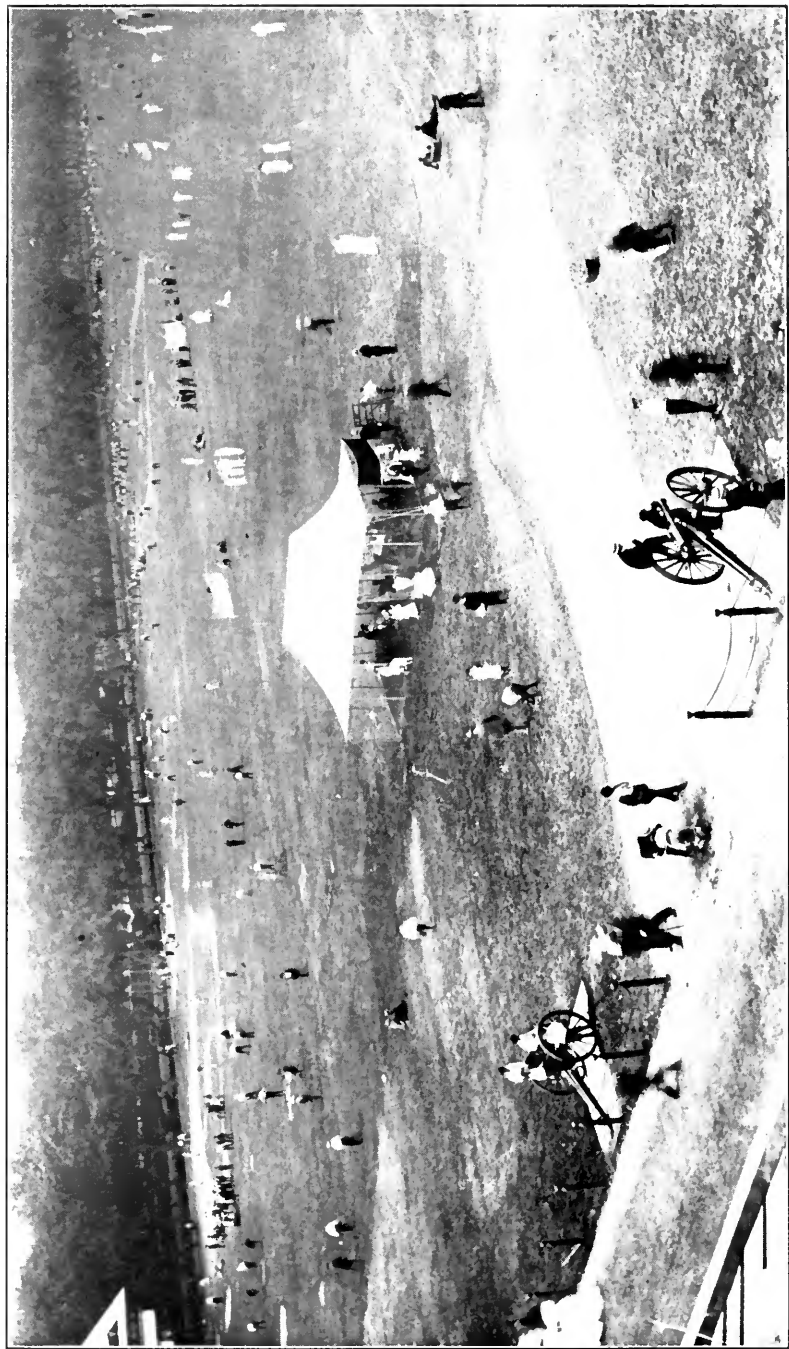


Tennis Courts at Forest Hills, Long Island. McLoughlin and Pell in Championship Game



Department of Parks, Borough of Brooklyn

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Department of Parks, Borough of Brooklyn

Parade Grounds, Prospect Park. Thirty-nine and one-half acres are used for 25 baseball and 7 cricket fields, converted into 6 Rugby and 4 soccer football fields in the fall. A lawn for bowling is also provided. The field house contains 64 rooms, 528 lockers, 22 shower baths. Usual attendance Saturday and Sunday afternoons, 28,000

THE WORLD AT PLAY

Personnel of the New York Military Training Commission.

Eager and almost fearful suspense became enthusiastic satisfaction on the part of workers with boys in New York State when these appointments were announced by Governor Whitman. What might have been a very real danger, physically and mentally to boys in their teens has become a tremendous educational advantage through the appointment of educational leaders who know that the best way to conserve the boy's strength for the service of his country is through play and recreational activities. The Commission is composed of Dr. John H. Finley, Major-General John F. O'Ryan, and Dr. George J. Fisher.

How Girls Can Help their Country.

Handbook for Girl Scouts. The recently issued handbook of the Girl Scouts of America gives instructions for starting the work, the law of the scouts, honors, promotions. It is the first complete outline of the aims and methods of the movement. Play and recreation of course form an important part of the activities. One chapter of the handbook is devoted to games and athletics.

Colonel Roosevelt Speaks for Playgrounds.

The New York press reports that, advocating a general clean-up to check the spread of poliomyelitis in Oyster Bay, Theodore Roosevelt declared for playgrounds for the community as well. "I think this a most opportune time to do something about a playground for the children. This matter has been mentioned for some time, and I have heard it said that the township is without funds. Let me tell you that a number of men have told me that they are willing to pay part of the expense. We will all chip in and see that the kiddies have some place in the open where they can play and enjoy themselves."

Exporting the American Playground Required Reading.

The articles by C. M. Goethe under the above title now appearing in *The Survey* have been placed upon the required reading list of the recreation course in the summer school of the University of California.

A Letter from China.—"I should greatly miss the monthly visits of THE PLAYGROUND and my friends would too. The magazine has been suggestive and helpful. I have regularly passed it on to others whom I have wanted to interest in the movement. The movement in

China is growing rapidly. Amoy is one of the first Chinese cities to employ playground directors. The chamber of commerce there is financing an American director for three years. The Governor of Kiang Su has issued instructions for opening eighty playgrounds. The Y. M. C. A. is holding a special training school for the directors of these. The government college at Nanking has opened a two-year course for training playground directors."

Municipal Appropriation in India.—The Ballighata Demonstration Playground announces that a great forward step has been taken in British Indian playground development. Ballighata is a suburb of Calcutta. The playground there, it will be remembered, was opened along the lines of similar demonstration playgrounds in America. Its object is, through the high standard of its own work, eventually to influence all India to adopt the best from our American playgrounds and our American school social centers. Some time ago information arrived from Ballighata that a second, afterwards that a third playground had been opened in Calcutta.

Now comes the news, not only of a fourth, but, what is of much greater importance, the fact that the first appropriation

has been made of municipal funds in India, an empire containing about one-fourth of the world's population. At Bawani-pore the municipality has joined wealthy Hindus in financing their playground. Similar steps have been taken at Mirzapore playground. Coming during the war, this is especially significant. Those who are supporting and carrying on the original Ballighata playground had little hope of such success until after peace had come.

Those who remember the beginnings of the playground movement in America look forward with confidence to these transplanted American institutions playing their part in the upbuilding of the new India, as they are also in the new China.

Saving the Beaches for the People.—Three aldermen in Chicago have started out to secure beaches for all the people. Every possible site for a public bathing beach, from Evanston to the Indiana line, even including stretches now held by exclusive clubs, has been surveyed. It may be that a five million dollar bond issue—perhaps ten millions—will be submitted to the people in November as a result of this survey.

Zoning Law an Aid to Family Life.—The promoters of the new law of New York City which makes certain dis-

THE WORLD AT PLAY

tricts definitely and permanently residential in character believe the law will promote family life and citizenship, "for, as the character of neighborhoods becomes assured families will settle down in one place instead of constantly shifting about as they do now. Localities will be formed; neighborhood spirit will grow; social and community consciousness will develop and people as groups will take more and more interest in the affairs both social and civic of their neighborhood."

Public Comfort Stations Where Needed.—The Public Comfort Station Bureau of the National Committee of the Confederated Supply Association has undertaken a very extensive plan to place comfort stations throughout the country, so that pedestrians, motorists and even aeronauts may find conveniences where they travel as train travellers do at stations and upon trains. Maps, guides, information, telephone booths, vending machines, newspaper and periodical booths, toilets, writing paper, hot and cold water, soap, in hard-water localities a water-softening apparatus for supplying soft water for automobile radiators—all these will the true comfort station supply. Where cities are far apart, the plan is to arrange

for townships or counties to erect community buildings along the line of travel, where auditoriums for lectures and moving pictures, libraries, dance-halls and headquarters for militia may be provided as well as the comfort station.

The Public Comfort Station Bureau is desirous of getting in touch with those contemplating the erection of such buildings so that each one may be a part of the whole plan.

National Baseball Federation.—The national amateur baseball championship will be decided each year through games played under the auspices of the National Baseball Federation, which has already attracted considerable attention. To gain membership in the Federation a city must organize an association representing as many as possible of the clubs in the city. The officers of the National Baseball Federation are: president, C. C. Townes, of Cleveland; first vice-president, C. W. Sturr, of Cincinnati; second vice-president, R. H. Abeken, St. Louis; secretary-treasurer, Tom Nokes, Johnstown, Pa.; members of executive committee, W. D. Gresham, Birmingham; Samuel Karpf, Dayton; W. B. Bickford, Chicago.

"Company" Holiday.—The Calumet and Hecla Mining Company suspended operations for

THE WORLD AT PLAY

twenty-four hours July fifteenth (in the midst of fabulous copper prices) to celebrate the semi-centennial of the discovery of the "conglomerate" lode of copper-bearing rock. The men were paid as usual. As part of the festival program 1355 medals were presented to veteran employees. Twenty thousand people participated in the play day, including not only mine workers and their families, but office workers, superintendents and even officials from the eastern offices.

First Equipment for Small Playground.—A. E. Metzdorf in a special report prepared for the Playground and Recreation Association of America for a town about to open its first small playground, recommended the following equipment:

- 1 Home plate (can be made of wood)
- 3 Bases
- 1 Pitcher's plate (can be made of wood)

Baseballs. Victor league balls known as "seconds" can be purchased at \$7.50 per dozen. A less lively ball known as the "Amateur League Ball" can be used for smaller boys. Cost \$4.00 per dozen

- 4 Men's bats at 75c each
- 4 Boys' bats at \$4.00 per dozen
- 1 Boy's mask at 90c
- 1 Man's mask at \$1.50
- 1 Catcher's glove at \$4.00
- 1 First baseman's mitt at \$1.50

- 2 Sets of quoits (3 lb.)
- 2 Indoor baseballs (14 inch) at \$1.00
- 1 Indoor baseball bat at \$.50
- 1 Volley ball at \$3.00
- 1 Volley ball net at \$1.50
- 1 Basket ball at \$4.00
- 6 Bean bags (can be made)
- 1 Tall flag pole (tree)
- 1 American flag
- 1 Phonograph at \$25.00
- 1 Set of folk dance records at \$5.00
- 1 Slide at \$40.00
- 6 Pr. F. 20 ball bearing swing hangers (if possible) at \$18.90
- 6 Hinge fastenings for under side of teeter boards at \$12.00
- 1 W 3 giant stride complete at \$38.25
- 1 W 4 giant stride without pipe upright at \$24.75
- 2 Sand boxes 12' x 12'
- 1 Set of basket ball goals
- 1 Set of basket ball back stops

Cost for Playgrounds.—The cost per day of attendance for each individual enjoying the East Orange, N. J., playgrounds was \$.024. Had there been no use made of the grounds other than the baseball games the cost would have been but twenty cents per person in attendance for games easily worth fifty cents admission. If there had been no other activity than tennis, the cost per game would have been but sixteen cents.

Checking Up.—Several cities have found that children leave

the playground early and go to other places of amusement without the knowledge of their parents, the fathers and mothers believing that the children are out on the playground. To meet this difficulty, several times arrangements have been made to notify the parents as to just the time when the younger children leave the playground each night and the time the older children leave, so parents may know when to expect the children.

Has the Right Spirit.—William V. Crawford, of the Department of Parks, Lawrence, Mass., writes as follows:.

"I received the February number of *THE PLAYGROUND* containing the Year Book and wish to thank you for same. I take great pleasure in reading *THE PLAYGROUND* and can hardly wait from month to month for it to arrive. It has proved itself an able advisor to us, and especially to me who knew absolutely nothing about playgrounds. It is a grand thing and I am glad to be identified with the work even in a small degree. My duties are those of a clerk in the Park Department but I find an hour or two occasionally in the playground season to slip out upon some one of the playgrounds and become a child again. I fairly delight in the work and am glad to become known and loved

by the children. I have a boy and girl of my own, the former will be old enough to enroll on one of our grounds this summer. I believe that we should become better men and women if we could devote more of our time to the play of children, in attempting to lead them away from the streets and unconsciously mould them into better citizens. I hope to see our playground system grow until there is a ground within easy reach of every child in Lawrence. We have managed to open a new playground each year and I believe the mayor, who makes out the budget, is very happily inclined to favor our opening two new grounds this coming season. We have enrolled just about one-sixth of the children of elementary school age, but hope that as the number of grounds increase, the enrollment will gradually become larger until we have practically all the children off the street. We have about every nationality that comes into this country, but witnessing the children at play one sees but Americans in spirit, vying with one another only in efforts to win a first place for their grounds, their instructor or themselves. I am sending you herewith a few newspaper clippings which will give you an idea of our work in 1915."

TENTH ANNIVERSARY OF THE PLAYGROUND AND RECREATION ASSOCIATION OF AMERICA

Abbie Condit, New York City, Assistant, Playground and Recreation Association of America

From the first speech on the opening night of the sessions of the Recreation Congress held in Grand Rapids, Michigan, October 2-6, when Joseph Lee talked of football and the war, to the closing speech on Friday night when Miss Julia Lathrop of the Children's Bureau of Washington defined the recreation movement as "an attempt to make that third of life which is not spent in work and sleep as rich and enriching as possible," the play spirit in its more serious and its lighter moments held full sway.

They were there in full force—these advocates of play—from Massachusetts and the eastern states to North Dakota and California, mayors, park commissioners, school superintendents, teachers, members of chambers of commerce, social workers, playground officials, playground workers—all were represented, many of them coming as official delegates appointed by governors of states; and the fact that this great movement for wholesome play and recreation is not confined to our own country was brought home to us all when the representative from the other America stood up and through an interpreter told in a most impressive manner of what they are doing in his country of Uruguay to provide recreation for all.

Never did time seem so fleeting! The mornings were not nearly long enough for all the section meetings which were planned. Often five meetings were conducted from 9:30 to 10:30 and the delegate would find it necessary to choose whether he would hear Harold Berg of Milwaukee tell of the New Neighborhood Center or Mr. Dickie of Oakland speak on Games and Contests, or John R. Richards of Chicago talk on Ways and Means, or Lee F. Hammer offer suggestions for the Laying-out of Playgrounds; or should he attend the section on Rural Recreation which proved so vital a part of the Congress proceedings. Truly an embarrassment of riches! And at 10:30 in the morning again came the choice between other sectional meetings which he might attend. Should it be Group Organization or Budgets, Recreation Buildings or Swimming-Pools? And no less difficult did he find the choice among luncheons, for they talked while they ate—these men and

TENTH ANNIVERSARY OF PLAYGROUND ASSOCIATION

women who make a serious business of play. Physical Preparedness, Boys' Clubs, Civic Forums, Volunteers in Recreation Work, A New Profession, Summer Camps, Athletic Badge Tests, Games, Adult Recreation—all these were discussed at the various luncheons and here again a choice must be made. Only the general sessions at 11:30 o'clock each morning and the evening meetings at 8:00 each night offered no alternative. At the morning sessions such topics were discussed as the Municipal Neighborhood Recreation Center, The Aim and Scope of the Recreation Movement, Music in a Democracy, The Play School of the University of California, The State Work of the Public Athletic League of Baltimore, and to discuss these problems had come such busy men and women as George A. Bellamy of Cleveland, Ira Jayne of Detroit, E. A. Peterson of Cleveland, Prof. and Mrs. Clark Hetherington of the University of Wisconsin, Prof. Dykema of the University of Wisconsin, Dr. William Burdick of Baltimore—men and women whose contribution to the play movement cannot be measured. And at night, after the singing which, under the direction of Professor Dykema and Mr. Beattie, made the huge coliseum ring with the melodies of the south and the stirring music of our national songs, which drew all together in that unity of spirit which was the key-note of this Congress, came the privilege of listening to such men and women as Joseph Lee, President of the Recreation and Playground Association of America; George J. Fisher of the International Committee of the Y. M. C. A., who told the story of play in various lands, which, as he truly said, read like a romance; Deputy-Warden Spencer Miller of Sing Sing prison with his plea for the preventive work of the recreation movement, Elizabeth Burchenal of the Public Schools Athletic League of New York City, advocating the folk dance as another means for self-expression, for beauty and for grace; Alfred G. Arvold, whose account of the little country theatre in North Dakota and the drama as a means of reaching the heart of the rural district with a vision of liberty through self-expression was inspiring in its simplicity and strength; Governor Ferris of Michigan, whose firm stand as a champion of the recreation movement will mean much, not only to recreation in Michigan, but in other states; Miss Julia Lathrop, Chief of the Children's Bureau in Washington, who in her work has laid so much emphasis on play—all these men and women brought messages which will not soon be forgotten by those who came from all parts of our country and Canada to receive just this inspiration.

TENTH ANNIVERSARY OF PLAYGROUND ASSOCIATION

None who attended the Congress at Grand Rapids will soon forget the banquet held Wednesday night, which more than anything else marked the tenth anniversary of the birth of the Playground and Recreation Association of America—for there were with us there three of the founders of the Association who met together ten years ago at Washington. These three pioneers, as well as the distant ones who could not be present, the banqueters were proud to honor. Such spontaneous burstings of song, such cheers, such a spirit of enthusiasm! No banquet has ever so effectively linked together the workers in any movement! And as the field secretaries of the Association told of their failures, their successes, the ultimate goal toward which all were working, as they interpreted the meaning and soul of the recreation movement, there came an inspiration and a feeling of unity which above anything else, will stand out in the minds of many as the crowning point of the Congress.

And how they played—these people who are making it possible for others to play! Grand Rapids never before saw elderly men and women playing *Follow the Leader* in their streets! The orchestra engaged to play for the dancing after the banquet will not soon recover from the shock of discovering that one-steps were not popular with these people who wanted the Virginia Reel and Roman Soldiers and who played the games they had never before seen anyone but little children play. And one afternoon there was given to the playground directors who had held the athletic badge tests for their own children, an opportunity to try out the tests for themselves and no easy matter they found it as fat and thin, tall and short, they sped over the ground in the 220-yards dash or painfully chinned themselves the required number of times. And on another afternoon the games and contests which were conducted at Grand Rapids gave the delegates an opportunity to “do themselves proud.” It was a wonderful score which the recreation workers from the west piled up against their less active eastern brothers in indoor baseball—but the recreation secretaries were not a match for the field secretaries in the famous volley ball games which took place that afternoon. At one end of the field a group of folk dance enthusiasts under Miss Burchenal’s direction, made a charming picture as they danced and danced until twilight drove them to the hotel. There was, too, the demonstration at Baseball Park in which the children at Grand Rapids in their games and folk dances showed how wonderfully they had

HOW TO BUILD AND KEEP A TENNIS COURT

caught the play spirit; and once again the delegates played when on Wednesday afternoon the citizens of Grand Rapids with gracious hospitality put their automobiles at the disposal of the delegates and showed them the city which had proved so kindly a host to the Recreation Congress of 1916. The hard work, the enthusiasm, the faith of Grand Rapids people made such a Congress possible and among the cities which have been hosts of the Playground and Recreation Association of America Grand Rapids will always have a high place.

HOW TO BUILD AND KEEP A TENNIS COURT

Paul B. Williams, Field Secretary, United States National Lawn Tennis Association, New York City

Before building a tennis court two things must be considered—sun and rain. Although these may seem to have little to do with playing tennis, the fact remains that they are of the greatest importance when locating a tennis court. In the first place, the court should be laid out from north to south; this will avoid having the sun in the player's eyes early in the morning or late in the afternoon, as would be the case if the court lay from east to west.

But when considering the position of the court with reference to the sun, it is also important to have an eye for its immediate surroundings. The court should be laid out so that a dark background may be provided, against which the ball will be plainly visible when it is in play. Thick shrubbery or a hedge which makes a solid green effect is suitable for this purpose. Trees should not be so near the court that their shadows will fall across it, nor should there be any shrubbery with scattering foliage, which will permit sunlight to flicker through. Shadows of all sorts are to be avoided.

So much for the sun. When it rains, another problem of tennis court construction is immediately apparent—drainage. No court can be successfully built unless this problem is given serious attention. Therefore its location should be determined so as to avoid low swampy places or sloping ground where the tendency of that adjacent is to drain upon the site of the proposed court. Obviously therefore a level plot should be selected and if this has natural drainage so much the better.

HOW TO BUILD AND KEEP A TENNIS COURT

The next feature to consider is the type of court. The principal tournaments in the United States are played on grass and most tennis players consider that the turf surface, when properly made, is the best. If much playing is to be done on the court, however, the grass will become badly worn at the service lines unless there is space enough to permit the court to be shifted from time to time. The turf also requires much attention to keep it free from weeds and maintain a smooth surface so that the balls will bound true.

Asphalt is used for courts and some have been built of concrete. Courts are made with wood covered with canvas, too, but throughout the country clay is generally the favorite surface. Another type of construction which has been successfully adopted both in Europe and in the United States is the *en tout cas*. In this a top-dressing of finely-broken brick is applied to a very well-built foundation. It is porous and drains rapidly so that such a court may be played on within a few minutes after rain has fallen on it. A dirt court when properly laid out and cared for wears very well and probably offers the best combination of durability, a reasonable construction cost and upkeep expense.

Having in mind the question of drainage, the nature of the soil where the court is to be laid out is an important factor. If the soil is of clay so that it is rather impervious to water more attention must be paid to the drainage than is the case when a rather loose sandy soil prevails. Years ago it was the practice to build practically all dirt courts on a crushed rock foundation, but more recently courts have been built without going to this expense.

Right here it might be well to state that no hard and fast rule can be laid down for court construction. Local conditions vary so greatly that it is impossible to set forth any specifications which will meet every condition. At the best one can give only principles which are more or less general in their application, but they should serve to make plain the theory of tennis court construction, the practice being modified as circumstances may require.

With the foregoing as a preface, it may be said that usually the best way to proceed in building a dirt court is to cut away the earth to a depth of about one foot. This space must be carefully leveled to be sure that the grade is right. A pitch of one inch from either end toward the middle of the court will drain it well enough, or a couple of inches from side to side.

HOW TO BUILD AND KEEP A TENNIS COURT

After the leveling process is completed, the general practice is to put in about six inches of broken stone. The kind that is used for macadamizing is all right. The size should range from a couple of inches down to an inch or less in diameter. This layer must be pounded down very hard. Then a three-inch layer of finely-broken stone or crushed gravel should be put on. More pounding is required to get this firmly in place and it should be well watered for several days in order to work the material together. Every effort should be made to avoid any inequalities in the surface, for the foundation must be kept perfectly level and smooth. After it has been carefully watered, rolled and pounded, the top-dressing may be applied.

This is a more particular part of the job because if care is not exercised at this point the playing surface will be unsatisfactory. A mixture of sand and clay is used, but the proportions vary greatly. If the clay is sticky, one part of sand to four of clay is a good mixture. Usually, however, the proportion runs about eight of clay to one of sand. If the court seems very soft when finished, it needs more clay; if the surface is sticky, more sand is required.

This top layer should be from three to six inches thick. After it is applied, the court should be well watered and rolled a couple of times daily for about two weeks before it is used. Every effort must be made to keep the surface free from hollows or humps, but by light raking, careful rolling and sprinkling, a true and firm surface can be obtained.

In many cases it is not necessary to use a stone foundation. Then the process is to cut away the top soil to a depth of several inches until the firm subsoil is reached. Then a true grade must be established which means that all irregularities in the surface must be eliminated. Probably some hollows will have to be filled or the grade raised on one part of the court, and if this is done a heavy roller must be used to pack the new made ground firmly. One of a couple of tons weight is not too heavy for this purpose, but if the smaller hand roller must be used, persistent rolling will bring about a satisfactory result. The earth must be thoroughly wet in the afternoon after the day's rolling is done to aid it in settling. In rolling it is well to cross the court in every direction, going at right angles each way and then diagonally. From two to four inches of top-dressing of clay and sand should be used, this being raked into the under soil. Unless this raking

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is carefully done, the top-dressing will form a distinct layer and the results will not be so satisfactory as when it is carefully worked into the subsoil.

As in the case with a court having a rock foundation, drainage can be accomplished by having the court slope from the ends toward the middle with a drop of an inch or an inch and a half or have it slope from the center of the base lines toward each side. Drain tiles cut in half can be laid from the middle of the court to follow the natural grade in carrying off the water or they can be laid at the ends or sides as the circumstances may require.

If you are fortunate enough to have a smooth level lawn it will be much simpler to lay off the court on that and enjoy playing on turf. Rarely, however, is grass found which is suitable for lawn tennis without considerable attention. When it is possible to employ an expert, the same general rules as to foundation will be followed as in the more expensive types of dirt courts. Sometimes very satisfactory results can be obtained without this expense. First the sod should be taken up in pieces about eighteen inches square, cutting down about six inches. The sod should be handled carefully and replaced as soon as possible. Then all the space which has been stripped should be thoroughly spaded and the stones removed. The ground must be raked and leveled with great care and thoroughly rolled with a heavy roller.

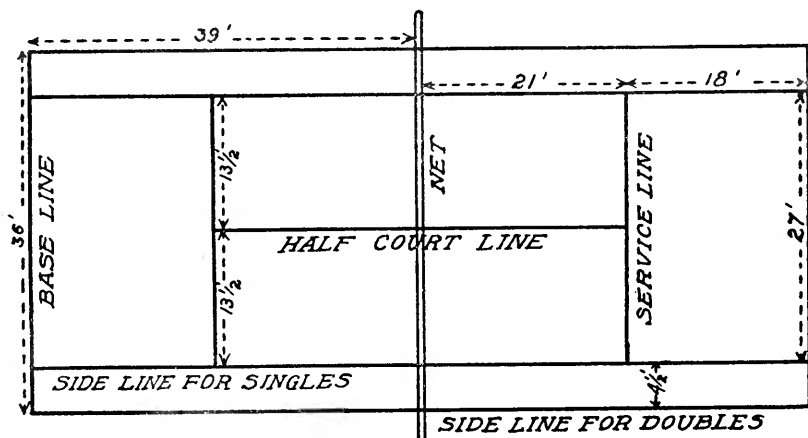
This part of the work cannot be overdone and in addition to the rolling, the settling process should be assisted by a generous sprinkling. After an absolutely level surface has been obtained the sods may be replaced, the work being done in the afternoon and the turf sprinkled. Care should be taken to fill all the spaces between the sods and some grass seed may be used on these. Then the rolling and sprinkling process should be continued for a number of days before the court is played upon. If hollows appear, the turf in that spot should be taken up as above and earth put under to restore the grade and the turf replaced.

A turf court may very well be laid out in the fall because then the settling process may continue during the winter months. Grass seed should be sown in the early autumn, although it can be applied between March fifteenth and May first. To cover a space 60 x 120 feet, such as is desirable for a grass court, about twenty pecks of seed are required. Clover is not looked upon with favor, as it is inclined to be slippery and does not wear well. After the grass has a fair start it should be cut with a scythe or

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sickle and later with a mower. Grass courts should be cut, watered and rolled every day during the playing season.

After the playing surface has been obtained the court must be laid out. This is a simple process although it requires accuracy in the measurements. The singles court is twenty-seven by seventy-eight feet, while the doubles court is thirty-six feet wide. A plan and dimensions for the marking are given herewith.



The net posts should be forty-two feet apart and to mark the court it is necessary to square the lines by these posts. Three feet inside each post drive a stake, these stakes being exactly thirty-six feet apart. Then lay out one side line seventy-eight feet long, passing over one stake which comes at the thirty-nine foot mark or half the length of the side line. By making the distance from each end of the seventy-eight foot line to the opposite stake equal, the side line can be squared and the other laid out in the same manner. It is then simply a matter of measurement to put in the service and base lines.

For a good court, a clear space sixty by one hundred twenty feet is required in order to leave room for the runways at the ends and sides. Therefore the back stops should not be set so close to the court as to cut down open space. Wire netting carried on wood or steel posts is the material generally used for back stops, the type of their construction depending upon individual circumstances.

HOW TO BUILD AND KEEP A TENNIS COURT

No matter what kind of court is built, its durability and the satisfaction of its users depend in great measure upon the care which it receives. The lines should be properly marked of course. For this purpose steel markers are sold which can be driven into the ground and are quite permanent. Canvas tape for side lines is not so much in favor as in years gone by. Most courts are marked with lime, generally put on wet, although some rotary sifting arrangements have been devised for dry lime. The wet markers, however, seem to give the best results. Without one of the machines, it is a simple matter to make what amounts to a stencil for applying whitewash to the lines. This consists of two light boards about three feet long, placed parallel to each other with an open space between them the width of the line; a handle can be put on one end for convenience. With an old broom as a brush, it is easy to go over the lines and fairly good results are obtained.

Both grass and dirt courts should be rolled after being used, but it is useless to do this until any inequalities in the surface have been repaired. This is particularly true with the dirt court. After it has been played upon it should be dragged, using a piece of scantling to weigh down several thicknesses of burlap. This brushes out all of the little irregularities and then the rolling and sprinkling are in order.

If the foregoing suggestions seem rather general, it is due to the fact, already stated, that there are no hard and fast rules which will apply to every case. When expense is no consideration, probably the best results can be obtained by employing some of the experts who specialize on tennis court construction. Under ordinary circumstances, however, it is not a tremendously difficult task to build and keep a tennis court and no one who wishes to enjoy this sport and has space for a court available, should hesitate to build one. Suggestions as to construction, equipment and maintenance can be found in the various publications devoted to lawn tennis or at the office of the United States National Lawn Tennis Association, 20 Broad Street, New York City where the Field Secretary may be addressed and any inquiries pertaining to tennis will receive immediate attention.

MOUNTAIN CAMPS FOR A CITY'S CHILDREN

Arthur Chapman

It is something to be a boy or girl in Denver and take in one of the camping "hikes" arranged all summer long by the Denver Playgrounds Association.

The thing would not be possible were it not for the fact that a few years ago Denver thoughtfully provided itself with a chain of mountain parks. Now there are no mountains in Denver. The nearest one is fourteen miles from the city, across the extreme western edge of the Great Plains which the pioneers traveled. But Denver figured that in this era of cheap transportation by trolley and automobile it did not make much difference about having parks inside the city limits. In fact a park outside the city was rather to be preferred, especially one that could be located on a mountain top in the Rockies. So Denver reached out and annexed two mountain tops for park purposes. The nearest one of these is called Lookout Mountain Park. It is one of the first foothills of the Rockies. It is 2,000 feet higher than Denver, so, if there were not so many larger peaks right behind it, Lookout Mountain would be deemed out of the foothills class. Six miles farther on in the Rockies is Genessee Mountain Park. Both these parks are connected with Denver by splendid mountain roads, and in Genessee Park there is a big herd of elk and several buffalo and mountain sheep.

There are picnic spots galore on these mountains which have been turned into parks. Denver has had the good sense to let the mountains alone so far as possible. It has built houses that are used as shelters in case of severe storms, and outdoor fireplaces for those who want to cook that way instead of over the open fire, but in general the parks are just as Nature left them, and that is what makes them so attractive to everybody and especially the boys and girls.

It did not take Denver long to figure out just how the boys and girls could get the fullest possible use out of the mountain parks. The City Playgrounds Association came to the rescue in a hurry and decided that the parks weren't going to be for the sole use of rich people who owned automobiles. No, indeed! The poorest children of Denver were going to get a lot of benefit out of those parks. Consequently camping parties were organized

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from among the children who were in the habit of coming to the conventional parks and playgrounds inside the city limits. First a party of boys was taken up to the top of Lookout Mountain, and a camp was established. The boys were taught how to pitch their own tents, how to make fires and how to cook. Then, after a day or two, the boys were sent back home on the trolley line which runs to the foot of the mountain, and a lot of girls were brought to the camp ground to get their first experience of real outdoor life. This was kept up all through the summer, till it is safe to say that any boy or girl in Denver who wanted to could get a little real camping experience.

Those who had charge of the Denver camping expeditions found out a lot of interesting things. They found that some of the boys and girls who had been born in Denver and who had grown up there within sight of the snow-capped peaks of the mountains all the time, had never so much as been in the smallest foothill. The mountains had meant absolutely nothing to those boys and girls until the Denver Mountain Parks were created and the playground association began taking the children on those camping parties.

It was marvelous the way those children took hold of camp life. They enjoyed every minute of it. They went for long hikes in the woods, and some walked up to Genessee Peak and beyond. They picked wild flowers and had the camp director tell them the names of all the different kinds they found. They scrambled up and down the sides of the mountain, and at night, when they could see the lights of Denver gleaming far below them, they told stories around the camp-fire and sang songs until bedtime. They went home sunburned but happy. They all had a new idea about the meaning of those big mountains over to the west. They learned of the enjoyments in those big hills, and could tell the names of the animals and many of the wild flowers to be found there.

The Denver Playground Association directors say that if every city had outlying parks like Denver, and could establish children's camps, the health of the growing generation would be greatly improved. As far as Denver is concerned, of course it is lucky in being so near the mountains, but there are other cities that could establish playgrounds beside rivers or on the ocean, or right out in the plain countryside, and could do wonders as Denver is doing in arousing the interest of children in things outside the town.

HOW DOES A RECREATION SECRETARY KEEP BUSY

Two of the big boys in one camping party on Lookout Mountain admitted that they had never been outside of the city limits of Denver before that "hike." But they said they were going to go often from then on, and they meant it. Such is the spirit the Denver Playgrounds Association is trying to encourage. Meantime Denver is just awakening to the fact that when it created its mountain parks so far from town it benefited the children more than it benefited the grownups who paid the taxes and thought they were going to get most of the pleasure out of the playgrounds.

HOW DOES A RECREATION SECRETARY KEEP BUSY?*

Charles Howard Mills, Supervisor of Municipal Recreation,
Grand Rapids, Michigan

I very much doubt if there is one of you who has any idea of what our own year-around little system of municipal recreation consists. With the cooperative aid of the park and school boards, in the summer time, nine playgrounds and seven swimming pools are open. The children go back into school in the fall and are turned out free at 3:30 p. m. daily. There is that same superfluous energy that should be directed into legitimate channels by the city, but unfortunately the park board has never yet been allowed enough in its budget to go on providing leadership after the main summer season. So the fall work is turned over to the public school athletic league. Hundreds of boys are out after school for the great sport of soccer football. It should be made clear that this fall as well as spring work is financed, and should be, by both of the boards. Then in the winter the park board conducts winter sports, the coasting place at John Ball Park and nearly a dozen skating ponds, while I personally give my attention to the other main division of my department, namely, community social and recreation centers in our public schools. In the spring, day after day, games take place, fifty-two teams in the leagues that are fighting out sectional and city championships in the playground ball and baseball. Then there are the track and field athletics still to come. Before the spring season is past, probably 4,000 boys will actually have been drawn into the wholesome sports. And please bear in mind that this is not in one of our most

*Extracts from address before the City Council, Grand Rapids

HOW DOES A RECREATION SECRETARY KEEP BUSY

intensive recreation seasons of the year, which are midsummer and midwinter.

This spring and fall after school and Saturday athletic work does not run along entirely spontaneously and automatically. It takes much time and effort on the part of the supervisor in planning out the games, making schedules, visiting the schools, supervising the referees, and every afternoon being sure to be out on the playground ready for business. We are working out a system that will get hundreds, yes even thousands, of the children into these sports, rather than only the exceptional athletically talented few. We go in strong for the class and mass work. Also there is much to be done in preparing for the summer season.

A long while before the season opens, one starts to select workers, interviews them, corresponds with and looks up references. One must get out, sort and inspect the apparatus—see that it is properly placed. A working force of about nineteen men must be looked after as well as six paid and ten unpaid women directors. One must follow up the grounds and pools day after day and see that they are well and safely run; that rules are enforced; that the public is adequately accommodated; that the workers are on their jobs and that each gets along well in his particular neighborhood. He must see that these workers maintain discipline, not only amuse but teach something worth while; see that conditions are clean and sanitary; check up on all properties that belong to this department. One must be responsible for and be able to account for at any minute every single ball, bat, net and everything from a swing down to a needle and thread, that is used in the work. He must keep approximately accurate records of the visits to the grounds and endeavor to see that every ground is producing its money's worth. If a ground or pool is over-crowded and is dangerous, the most economical but efficient remedy must be figured out. If a ground is not accommodating enough children to pay, one must get busy and find out what the matter is or devise some advertising means.

There is not only this mechanical, so to speak, side of the supervision, but the educational training side. The recreation secretary conducts a regular weekly Monday morning training class for playground directors. He gives instruction in pedagogy, child psychology and most of all, actual play leadership demonstration. Week after week the problems of discipline and others are brought up at these meetings and threshed out. Regu-

HOW DOES A RECREATION SECRETARY KEEP BUSY

lar programs of play, all kinds of athletic leagues and contests that not only take in children of all ages, but all children are devised and put into operation. In all the play leadership of the directors the secretary is watching carefully to see that real character-building lessons are taught, not only strength and courage and skill, but honesty, fair play, cooperation and unselfishness. The recreation secretary conducts great appropriate city celebrations in several different districts of a safe and sane Fourth for several thousand people. Other special days are celebrated as well as different community center play festivals and field-days. In fact, the secretary must do every possible thing, be on the job morning, noon and night, always planning, scheming and putting into operation the methods of work that are going to aid the people to get the most possible physical, mental and moral benefits from their playgrounds and recreation spots.

The social center work means to open and run all the way from five to nine school buildings with programs of intensive social and recreation activities comprising lectures, concerts, motion pictures, variety entertainments, socials, parties and young people's clubs, athletics, gymnastics, dramatics, public speaking and debating, men's civic clubs, boy scouts, girl scouts and other boys' and girls' clubs. Besides this we find quite a few classes typical of the night school creeping into the centers that are not near to a regular night school. Some city official has questioned why so much of the social center budget goes into salaries. That is practically the whole thing—directors to aid the people in producing more and more all the time their own entertainments.

I wonder how many members of this Council attended the final windup of the winter season in the form of our great social center mass meetings at Central High? Three thousand persons from all over the city attended this demonstration.

What do I personally have to do in connection with running this? Not only put in all the daytime, planning, scheming, keeping records, chasing around to different principals and workers, getting the cooperation of outside talent and organizations, but every evening go around to school after school, sometimes three in one evening. Not only do I make my entire business simply the few schools specified for official social center work, but I am constantly cooperating in many other schools with mothers' clubs, parents' councils, teachers and parents' associations, that I aid in getting up programs, entertainments, delivering speeches

DEVICES FOUND HELPFUL IN OMAHA

"To sit with your neighbors in your own neighborhood center, listen to the songs of the children and young people from your own household and from the district, to join heartily in the national songs, to laugh with your neighbors, to feel at one with the community in which you live, is to go out a better worker, a better father, a better citizen, a better man."

DEVICES FOUND HELPFUL IN OMAHA

C. H. English, Superintendent of Recreation, Omaha, Nebraska

Since the Recreation Board was created in Omaha a little over a year ago several lines of endeavor have proved to be successful and important in developing a new field. Thinking perhaps the experience which we have had will be of use to other cities we gladly submit to you our results.

Umpire School

Following the lead of Cincinnati in introducing an "Umpire School" we established such a school in Omaha early this spring. We had as our object "To educate and familiarize those attending with the working angles of the rules in the game from the standpoint of the players, umpires and spectators, to furnish supervisors for games to be played upon public diamonds this season." The course included lectures and comparisons of the place of baseball in modern days and in the early stages of its development and a thorough study of the rules. We had enrolled in this school thirty young men over eighteen years of age. The chief supervisor and director of this school was a former player and umpire of the Western League. Other lecturers were former baseball players and umpires. Classes were held Tuesday and Friday nights from March tenth to April sixteenth. We were able to graduate eighteen men.

From the recreation funds, eight hundred dollars were set aside to pay these official umpires one dollar for each game, salaries being paid at the end of the season, thus assuring a permanent organization. All amateur games played upon public property are under the direct control and supervision of these officials. They have full police authority and are required not only to officiate at the game, but to be responsible for the actions of the players and the spectators.

It often happens that the official must stop a game in order

DEVICES FOUND HELPFUL IN OMAHA

to discipline a too anxious or boisterous crowd of spectators. These official umpires in absolute control make the baseball teams realize that tricky, rough-neck tactics are taboo. Greater interest has been awakened in the games because spectators are assured of seeing a clean game, well-managed with comparatively few of the objectionable features so often accompanying an unsupervised game.

Basis for Awarding Championships in Games and Athletic Contests Last summer on our playgrounds in Omaha we used a system of grading and awarding championships for playground ball and volley ball inter-park contests. This system which had been worked out by J. R. Richards, Superintendent of the South Park System, was put into effect in Chicago last year. We have used it here on the playgrounds with so much success that the recent Omaha School Baseball League conducted by one of the local newspapers in cooperation with the school board used this same system. School principals and teachers, as well as the board members are very enthusiastic about the results and recommend it very highly. They have often stated that it has created better feeling and achieved better results in their school work than has any other system before tried. One experience which we had last summer will explain what effect it has upon young people in competitive contests.

One park was located in a community that had a tough reputation. The team from this community had all the ear-marks that would substantiate this reputation. When we came upon the crowd they were smoking, chewing and their deportment was generally rough. After explaining the full meaning of this new method of marking the contest to the captain of this team we started the game. During this game on several occasions bad decisions were made by the umpires and the test of our new system came when the captains started their usual rough-neck tactics against the umpires. I called their attention to the scoring system with some effect, but inability to do as they had always done in their games without jeopardizing their standing, was hard for these boys. All of the emotion which was pent up because of these restrictions went into the actual playing and I shall never forget the fierceness of this team's attack. They easily won the game and after it was over, retired to a hill nearby and discussed in their old-time habitual way what they thought of this newscoring system. I afterwards learned that the captain of this team told his team mates that while this new scoring system was rotten,

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still they were going to win the championship and any team mate that was penalized must suffer after the game, he being the administrator. The result of this scoring system upon those boys, by far the toughest gangsters we had in the city, was remarkable. They went through the entire season with a clean bill. I saw every game they played and I could not take off a single point on sportsmanship.

The effect it had upon these young fellows, I believe, will in a large measure be permanent because they learned to love the better element in the game before the season was over. In this system we emphasize sportsmanship quite as much as the actual winning of the game. A team may win the game and yet lose on sportsmanship and reliability.

Contests are marked on a percentage basis by the officials, as follows: (1) 40 per cent for winning; (2) 35 per cent for clean sportsmanship; (3) 25 per cent for reliability.

Sportsmanship includes: (1) fouls and infractions of rules charged to a team; (2) prompt acceptance of officials' decisions; (3) language and conduct of players during the contest.

Should both teams exhibit good sportsmanship, both will receive credit for same. The spectators and followers of a team, may cause their team to lose twenty-five of a possible thirty-five per cent for sportsmanship.

A request on the part of the captain of a team for an explanation of a rule will not be charged against his team, if such request is to get information as to the meaning of a rule and not a question of the official's judgment. Such request, however, must be made in a courteous manner.

Language and conduct of players refer to swearing, calling names, losing temper and all other kinds of rowdyism.

Reliability includes: (1) promptly appearing for play at the scheduled hour and date. This does not mean that a team will be marked down for postponing a game with another park team by mutual agreement; (2) faithfully carrying out all rules as to registration, weight. This rule is to punish trickery of any kind, whether in trying to fix scales or running in a player or changing batting order.

Note: Under the head of sportsmanship the following schedule of penalties may be made by the person in charge:

Sportsmanship.—Crabbing, 8 per cent, smoking 3 per cent,

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swearing 3 per cent, chewing 3 per cent, display of temper 2 per cent, hooting the umpire 2 per cent.

Reliability.—Teams not appearing within fifteen minutes of the scheduled time will forfeit 10 per cent.

OMAHA'S FIRST PLAYGROUND INSTITUTE

Omaha held its first playground institute beginning March thirteenth and ending June first. We had a total enrollment of two hundred thirty adults, an average attendance of one hundred fifty and fifty-eight graduates. We had a faculty of nine local lecturers and instructors and nine special lecturers. The object of this institute is not to turn out perfectly trained play leaders; it is far too short for that; it is our aim to bring to those who expect to apply for positions on Omaha playgrounds and (any others who may wish to take the course) some knowledge of child nature, of the conditions under which children grow up, of the meaning and function of play and something of the technique of stimulating and directing the play impulses. It is intended to provide the practical training which will be required of play leaders in Omaha this summer.

Most of those who were in attendance were public school teachers. A large majority of those who are now serving on our playgrounds as supervisors received the benefit of this course. So far two of the graduates have gone out into the state in playground work.

The greatest benefit that this institute has given to the community has been to arouse a greater interest in the playground movement of Omaha. It also has been of great assistance in helping the public school teachers in influencing the play life of their schools, particularly at the recess periods.

RESULTS IN PHILADELPHIA'S NEIGHBORHOOD CENTERS

J. Leonard Mason, Supervisor, Philadelphia, Pennsylvania

In response to the following notices sent to each principal, full and complete reports of the work accomplished at each center have been sent in.

PHILADELPHIA'S NEIGHBORHOOD CENTERS

Cover the following points in a written report:

(a) Describe the character of the community in which your recreation center is located.

(b) Describe character of those attending, age, race, conditions, appreciation or non-appreciation.

(c) Enumerate activities: Which activities were regarded as most interesting, and which activities do you think were of the greatest value.

(d) Describe specific instances in which the recreation center has been of value to the individual and to the community.

(e) Submit such recommendations as you think will be of benefit to your recreation center next season, and anything which you think will contribute to the value of the recreation center work as a whole.

Have you noticed the following results? State evidence. Individual Results:

1. More courteous deportment? Manners? Politeness?
2. Proper behavior between young men and women?
3. Response to rules of center? Appreciation of order?
4. Interest in the center?
5. Interest in specific activities?
6. Bringing others to the center?
7. Has any definite interest been awakened?
8. Have any moral or social standards been inculcated, different view points been instilled?

Group Results:

1. Friendly relationship between groups?
2. Corner gangs attending the center?
3. Adult groups attending, and their interest?

Community Results:

1. Community interest in the center?
2. Is it a real community social center?
3. Does the influence of the center touch the homes of the community? How?
4. Is the center appreciated in the community? To what extent?

These reports contain records of many specific cases in which the recreation center has realized its highest aims. The following are quotations from these reports of the principals:

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"In this neighborhood, there are many cases of mental deficiency shown by the necessity of two special classes for backward and deficient children in the school itself. Many of these have been sent, for incorrigibility, to institutions, as Glen Mills, Spring City. Some of these have returned from these institutions and have reached the age of seventeen and eighteen. They attend the center and while at first they were destructive and defiant of authority, during the past season, many of them took a great interest in the center themselves and tried to aid those in authority in keeping order. They have fallen in with the work of the center and seem to feel as if they were a part of it and that they were responsible for its being carried on successfully. Among the girls may be mentioned several that had caused great trouble during their school days, who had been incorrigible and very difficult to handle. They attended the center for quite a while and seemed to take great interest in the work by bringing a number of other girls with them.

"There seemed to be a lack of coherency and unity among the groups at first. A group would be very full one night and the next night there might be very few of the same group. The individuals, with a few exceptions, seemed to be very undependable. They could not be relied upon. When the minstrel show was inaugurated, the ones who had the principal parts could never be depended upon to be at rehearsal when desired. Towards the end, however, the group idea seemed to fix itself in very permanent form among the members of the center.

"Our visitors were full of praise of the center; they saw the beneficial effects upon the young people. The boys worked off a great deal of energy that might have been misdirected. They not only were a relaxation to the mind (active games) a change from the day's work; but they stimulated a spirit of wholesome rivalry, taught the boys fairness and self-control. The games gave them companionship and were good physical exercise.

"At a colored school, some of the young people came at first carelessly dressed. They did not want to take off their hats and coats. The girls would say they had not fixed their hair, their waists were soiled, and the boys made similar excuses about their appearances. Gradually they learned to dress up and take a pride in how they looked. On the closing evening they wore their best clothes and some of the boys wore flowers in their buttonholes.

"They learned to be more orderly. Instead of leaving the checkers scattered about, they were put back in the boxes. Much

PHILADELPHIA'S NEIGHBORHOOD CENTERS

better care was taken of all of the table games. In the games they played more fairly, left out mean tricks and followed the rules. They were more friendly to each other and learned to take better care of the school building.

"There was an improvement in politeness and consideration of the teachers. The young people listened more respectfully to suggestions made and learned to be more quiet in their manners.

"The police who came to the center were unanimous in their praise of it. They thought it was of the greatest value to the young people of the community, and to the community itself. It kept them off the streets and gave them good, clean, wholesome recreation."

"We have seen remarkable improvement in two young men who have regularly attended the center. On their admission one of the class leaders drew attention to the two boys, eighteen and nineteen years old, unkempt, untidy and in the language of the street 'tough.' The leader felt they might cause trouble, 'start something' and wondered if wise to allow them to attend. Nothing but the roughest kind of ball throwing appealed to them—for the other activities they cared little. With their regular attendance came a marked change in their appearance. They began to come in their best attire and when so dressed did not care for the volley ball for fear of possible damage to their clothing. One donated a piece of popular music—the other who could play the piano by ear volunteered to assist and played for another boy who did a clogdance, at the closing entertainment.

"The police officer tells me that the nights on which the center was open no boys were to be found on the street corners in the neighborhood."

"Across the street from the center, a large dance hall, a pool room and a corner-lounging cigar store, give evidence of the fact that the love of pleasure has fallen easy victim to commercialization. The influences in all three of these places are as bad as the attractions are strong, and the fact that these attractions are passed by on two evenings of the week for the cleaner, more healthful pleasures of a recreation center is an indication that the city's interest in the recreation of its citizens is not misplaced. At first the boys would wear their hats in the building, wander from one group to another, speak out irrelevantly in order to attract attention to themselves. In general, it may be said that they do not know how to enjoy themselves. It must be said, however, that they respond

PHILADELPHIA'S NEIGHBORHOOD CENTERS

to suggestion and direction when this is given in the proper sympathetic and friendly fashion. One can see emerging gradually the little refinements of social intercourse as well as a respect for law and order as it is seen that these things aid in cooperative activities. Coming into the center for pure amusement, these young people gain insensibly a new point of view, a new spirit, a new ideal which, if the associations could continue long enough, must have permanent effect upon their characters."

"One particularly unruly, disagreeable boy learned valuable lessons. As he mingled with the other boys and discovered that they were good-natured, mostly, that quarrelsome people were unpopular, that the fellow who cheated was not wanted in the games and so forth, our protégé underwent reformation. Before the close of the season he was a worthy member of the center, and we all felt justly proud of what 'play under right conditions' could do for a misguided youth. In time he sought work, and then it was that his mother found out what had wrought the change in him. I have never seen a more grateful soul than she, when she came one night to express her appreciation of our efforts and her approbation of recreation centers in general. Her remark was, 'It's lots better to give the boys something right to do at night than to have them watched and arrested when they do what isn't right.'"

The leader or teacher in recreation must thoroughly know the tools with which he must work, the channels of approach, the means to the end. These are some of the activities:—

Games	Occupation Play or	Social Recreation
Play apparatus	Hand Craft	Entertainments,
Gymnastics	Sand Play	Lectures
Athletics	Modeling	Tramping
Aquatics	Storytelling	Camping
Bathing	Dramatics	Outings
Dancing	Musical Recreation	Celebrations
Swimming	Pageantry	Club Organizations
		Amusements

These are simply major headings, so to speak, for each activity is divided into numerous different forms and gradations. The fact that so much material is at hand for the recreation worker to use, makes the work most interesting. The intelligent

GETTING HOLD OF MILWAUKEE'S NEWSBOYS

leader will diagnose the case, then select and apply the proper prescription.

But let us consider this more deeply. It may appear at first thought that all that is necessary in recreation is to hand out these activities in packages, so to speak, to the smiling line of patrons and all is well. But how carefully the physician makes his diagnosis and thoughtfully prescribes for the patient! Yes, but that is important, you say; the person is sick. True, but so are the hundreds and thousands of children and adults who frequent or who should frequent the playgrounds, recreation centers and public baths. They may be weak, if not actually sick *physically*, many are very sick *morally*; others have a seriously deceased *social* view point, and with *characters* dying before they have had even a chance to start to grow. There is an epidemic of *criminal tendencies* spreading in that alley gang and a *general apathy* toward neighborliness and friendliness in the community. *Petty prejudice* is afflicting the *CITY* while the circulation of the *NATION'S PATRIOTISM* is in need of acceleration. Perhaps the recreation worker can change such conditions where they exist? At least, he has the proper tools to work with, and has already proven their worth in many instances.

Preparedness is the watchword of the hour. That training which instills in the character of the growing youth obedience, order, courage, love of justice and consideration of others makes for preparedness in the highest sense of the word.

GETTING HOLD OF MILWAUKEE'S NEWSBOYS

P. O. Powell, Supervisor of Street Trades,

Milwaukee, Wisconsin

It is a universally accepted principle in England and America and in the principal countries of Europe that the employment of children under a certain age as bread winners is against the public welfare—a principle which is embodied in child labor laws throughout these countries. In one respect these laws fail to accomplish the purpose that dictated them. They prohibit children from working as employees for a definite wage or commission, but they do not prohibit children of any age from working as independent mer-

GETTING HOLD OF MILWAUKEE'S NEWSBOYS

chants. They leave a certain large class of child labor unprotected. If the child sells newspapers or blacks boots on his own responsibility his earnings are classed as profits, and not as wages. The person or corporation that supplies his merchandise is not responsible for his acts. The title has passed with the transferring of the goods, and the boy is working as a merchant. So, although he is engaged in child labor, and although he is under the age at which children may lawfully be employed for wages, child labor laws have no application to him.

To meet this situation the Street Trades Law was enacted and the Newsboys' Republic organized. A Constitution was drafted and adopted by the newsboys, after the plan of America's tried and honored one, which embraces in itself similar departments, executive, legislative and judicial.

The Street Trades Law of Wisconsin which is considered one of the most progressive in the union took effect January 1st, 1912, having been enacted by the legislature of 1911. It was amended in 1913 for the purpose of transferring the enforcement from the industrial commission to the board of education and for increasing the prohibitory time of selling or peddling on the streets from fourteen to sixteen, after 7:30 p. m.

During the past three years the Street Trades Law of Wisconsin has materially benefited nearly ten thousand boys, who have come under the legal jurisdiction of this department. The object of the work is to prevent the delinquency of a large proportion of children during the so-called critical or adolescent period, by directly controlling the money-earning power of the street trader and by refusing to grant him a permit or by suspending or revoking the same whenever the newsboy becomes delinquent or incorrigible in the home, school or while plying his trade upon the street.

The cost of the work is approximately \$2,000 a year. This amount covers all extra help, stationery and postage. This social agency has a peculiar saving power to the taxpayer, actually saving dollars and cents and in the same turn of the wheel improving the standard of citizenship among the men of tomorrow.

The spirit of self-government prevails in all branches of the organization. The volunteer workers are older boys who act as officers of the Newsboys' Republic. Their efforts are invaluable to the Milwaukee Board of School Directors in aiding the Supervisor of Street Trades to enforce the law in the right manner, teaching their comrades that the law is a friend to every newsboy

GETTING HOLD OF MILWAUKEE'S NEWSBOYS

and not an enemy designed for their destruction. The officers' work on the street, in the alleys, trial board, social centers, public and parochial schools, aggregates such large proportions that the city would be forced to engage two or more deputies to perform similar work.

What can better demonstrate the value of such big work as this which is conducted by boys, for boys, than by saying to you that in the year 1911, seventy-six out of one hundred forty-three inmates of the Wisconsin Industrial School for boys were newsboys and by investigation made June first, 1914, it was found that the number has been decreased to three newsboys. These figures speak for themselves. It means a better class of newsboys, which will mean an improved standard of citizenship in the future, the right introduction of law to the future American before it is too late, and a saving of nearly \$15,000 per annum which it would cost to maintain these boys in a state institution.

It should be the duty of every public-spirited person to prevent the haling of juvenile offenders into court for mere technical violations, thus possibly causing the beginning of a criminal career, that might have been avoided had the law and the child met on a fair basis.

The Newsboys' Trial Board has handled nearly 1,500 cases which under the law are technical violations and the offenders could be summoned into the juvenile court. This number is compared with three cases brought before the juvenile tribunal by this department. The cost of handling each case in court is nearly \$5,000 and the saving to the state can be clearly noted.

The department legally controls approximately 4,000 peddlers, sellers, bill boys and bootblacks, under the condition set forth in the law.

All in all, the Supervisor of Street Trades is a policeman, factory inspector, social worker, attendance officer, probation officer and everything else you may name him, having control of the boys on the street, in school and at home, a sort of second-handed father to a vast number of boys who are inclined by the natural trend of their environment to become delinquent during their adolescent period. The probation system of the Republic has accomplished vast amounts of work.

As a pioneer project many difficulties and hardships had to be encountered and overcome. In establishing such a big piece of work, it was necessary to work hard to adjust the grievances of news-

GETTING HOLD OF MILWAUKEE'S NEWSBOYS

papermen and school authorities, and to cope with the problem of securing the enforcement of the law among the newsboys themselves.

Milwaukee has a fine group of circulation men and as members of the Senate of the Newsboys' Republic, they have done much towards securing the results accomplished by this department. They are now convinced that the Street Trades Law is a benefit to them instead of a menace, as some had anticipated. The supply of carriers has increased and the standard of efficiency among all the newsboys of Milwaukee has improved remarkably.

The school authorities and private citizens have heartily co-operated in helping to solve the many problems which were confronted during the past three years.

Indoor track meets, newsboys' congress and the trial board, together with the various mass meetings and clubs are held in the various social centers. It is the ambition of the Republic officials eventually to reach all the newsboys of Milwaukee through the social center and playground activities. A paper called the *The Newsboys' World* is published by the Republic.

The Republic conducts a lively outdoor track meet in the spring and a playground ball league in the summer, thereby keeping in touch with the newsboys all-year-round. One of the most important duties that falls on the Supervisor is the school inspections which are made two times each year in all large schools and once in the smaller institutions. A newsboy must do satisfactory work in order to retain his badge. His school records are thoroughly investigated together with his badges and permits.

Probably one of the best movements to organize all the licensed street traders into a close band of fellowship is now on foot, launched during the past month in the eight social center boys' clubs. It is known as the Knights of the Canvas Bag. Space will not permit the writer to go into detail, but the scheme is designed for newsboys exclusively. Three tests are embodied in the movement together with a grip, sign, motto, song and yell. It has all the earmarks of a successful movement for newsboys in the social centers and playgrounds.

Milwaukee hopes to do bigger things for her newsboys, but so far it has been proved to the satisfaction of shrewd taxpayers that the Street Trades Department is a much-needed adjunct to the administration of juvenile problems and a constructive agency for the betterment of humanity.

PHILADELPHIA'S EVENING RECREATION CENTERS

(Conducted by the Board of Recreation with cooperation of Board of Public Education)

Year ending March 31, 1916

January - February - March, 1916

SCHOOL	Sessions held	No. of Leaders Average per session					Number of groups average per session	AVERAGE PER SESSION										Total Male and Female	Per official leader Board of Recreation
		On Pay Roll Board of Recreation	On Pay Roll Board of Education	Expenses paid by other organizations	Volunteers	Total		MALE				FEMALE							
								Mlnor		Adult		Mlnor		Adult					
								14	14-20	21	Total	14	14-20	21	Total				
								1	2	3	4	5	14	14-20	21	Total	14		
Agnew . . .	26	4	0	4	1	9	8	54	89	7	150	43	43	1	87	237	28		
Brown . . .	26	2	0	0	0	2	5	4	66	5	75	2	53	8	63	138	59		
Comley . .	13	2	0	0	1	3	3	8	18	4	30	7	21	11	39	69	30		
Cramp . . .	26	4	0	0	0	4	7	0	66	16	82	0	42	5	47	129	34		
Curtin . .	13	3	0	0	0	3	7	0	52	6	58	0	37	14	51	109	36		
Durham . .	13	4	0	0	0	4	7	0	96	2	98	0	58	2	60	158	41		
Gilbert . .	26	2	0	1	0	3	5	7	36	8	51	0	12	6	18	69	29		
Kendrick .	26	3	0	0	1	4	3	0	63	6	69	0	41	4	45	114	38		
Madison . .	26	3	0	0	0	3	3	0	101	0	101	0	50	0	50	151	41		
Marshall .	26	4	0	1	0	5	15	0	111	16	127	0	72	7	79	206	51		
Pastorius .	12	2	0	0	1	3	5	2	45	5	52	3	12	6	21	72	21		
Stowe . . .	26	3	0	0	0	3	4	0	62	3	65	0	40	3	43	108	33		
Wayne . . .	26	3	0	0	0	3	7	1	71	5	77	0	53	6	59	136	48		
Wilson . .	26	3	0	1	0	4	4	0	94	22	116	0	22	0	22	138	33		
Wood . . .	25	4	0	0	0	4	3	0	80	6	86	0	49	1	50	136	33		
City . . .																			
Average . .		3	0	1	0	4	6	5	73	8	86	4	39	5	48	134	37		

City Total Schools	Sessions held	Leader Attendances					Group Attendance	TOTAL ATTENDANCE										Total attendance Male and Female
								MALE					FEMALE					
		Minor		Adult		Minor		Adult										
		14	14-20	21	Total	14		14-20	21	Total								
15	336	1059	0	196	56	1311	1974	1843	24062	2636	28541	1332	13317	1496	16145	44686		

Total attendance 1916 - 44,686

Average monthly 1916 - 14,895

Total attendance 5 months 1915 - 61,997

Average monthly attendance 1915 - 12,399

Average monthly gain in 1916 of 2,496

BOOK REVIEWS

CHILDREN'S SONGS OF CITY LIFE

Words by Anna Phillips Lee, music by Sidney Dorlon Lowe. Published by The A. S. Barnes Company, New York and Chicago. Price, \$1.00

Little city children who sing of meadows and buttercups which they have never seen become heirs to story songs about the things they see every-day, touched by fairy wand. The wet street, the postman, the organ grinder and his monkey are all there—and almost a touch of Stevenson lies in the query, "Where does the street go?"

BOOK REVIEWS

THE ART OF BASKET-MAKING

By Thomas Okey. Published by Sir Isaac Pitman & Sons, Ltd., London and New York

"The aim of this little book is not to turn out expert basket-makers . . . but rather to indicate some governing principles of the art . . . to give elementary instruction in the preparation and nature of material, in terminology and method; to act as a guide to beginners." Tools needed, basic "stitches" and directions for making various articles are given.

THE PLAYGROUND BOOK

By Harry Sperling. Published by the A. S. Barnes Company, New York and Chicago, 1916. Price, \$1.80

The compiler has selected and gives description and music where necessary, of the ten best games in five different playground activities—song games, folk dances, playground athletics, gymnasium games, classroom games. To have the "stand-bys" of the playground all in one book will no doubt be a convenience to the play leader. Brief suggestions upon the how and why of playground activities are presented by Dr. Crampton, Miss Burchenal, General Wingate and other experts in their respective fields. An adequate bibliography is appended.

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Notice of Examination for Superintendent of Recreation for Savannah, Georgia

Notice is hereby given that an examination for Superintendent of Recreation for the City of Savannah, Georgia, will be held at 10 a. m. December 9, 1916, in the Council Chamber of said city.

The salary of this position will be \$1800.00 per annum.

The examination shall be both oral and written, upon the educational preparation, previous teaching, and recreational experience, theory and practice of games, athletics, gymnastics, folk dancing and music, command of English, character, personality, natural fitness, moral, mental and physical qualifications.

Further information can be obtained by applying to the undersigned,

THOMAS JOHNSON, Y. M. C. A.
Savannah, Georgia

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Denver, Colorado

Camping Out in Denver's Mountain Parks



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Such backyard playgrounds have been developed by Mrs. Clarkson because of their influence on recreation for the whole family together. Policemen are allies, for it lessens their work. Janitresses have requested the apparatus and gladly undertake the responsibility

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FOR the modern playground Anchor Post Chain Link Woven Steel Fences are far superior to any other type. These fences can be made in any height up to 12 feet, and are heavily galvanized throughout. When built on our patented Anchor Posts they are practically indestructible and unclimbable.

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cannot be surpassed. The cost is so low that the large quantities needed do not run into much money. You can provide one for every boy and girl and have large mass drills. These are very effective and do much to promote and retain the interest and enthusiasm of the Playground children, young men and women in classes, and the supporters of the Playground movement. Individual and small group work of great interest and value is also easily taught by the Director of no previous experience in this branch after reference to our books described below.

TEAM WAND DRILL

In this book the children are paired off for height—one wand is used for the two. A remarkably effective drill whether in large groups or small—all who take part are most enthusiastic.

Book—Team Wand Drill by J. M. Brandau, each, postpaid 25 cents.

SINGLE STICK DRILL

In these martial days the children of the playgrounds will take to the single stick drill with never failing enthusiasm and real interest in the exercises means large attendance. That's what is wanted, of course, for the playground that is not crowded with children is decidedly failing of its purpose. This drill teaches correct posture and develops the sense of balance, puts snap in the muscles and a light in the eye.

Book—Single Stick Drill by W. J. Cromie, each, postpaid 25 cents.

Single Sticks or Wands net price f. o. b. Chicopee, Mass., \$5.00 a hundred. Can be made any length up to 45 inches and any diameter up to 7/8 of an inch.

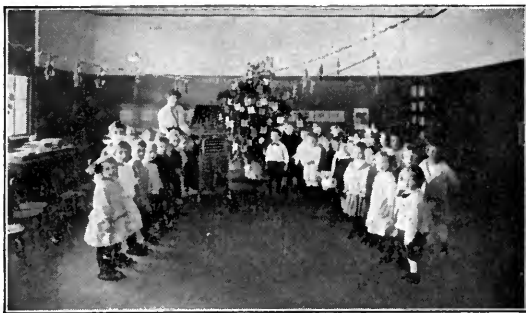


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Playground Dept.

Chicopee,

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Christmas in New Lebanon School, Greenwich, Conn.

What shall we have for this year's Christmas program? Let the Victor and Victor Records answer this question.

Here are some special Christmas selections which will surely delight your pupils:

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10 in. 75c { **Around the Christmas Tree—**
Old Swedish Folk-Song
(Riley-Gaynor) (From "Lilts
and Lyrics") (2) **Little Christ-
mas Shoes** (Anice Terhune)
(From "Dutch Ditties for
Children") Elsie Baker
**Merry Christmas (2) Sleighing
Song** (Riley-Gaynor) (From
"Songs of Child World, No.
1") Olive Kline

- 17868
10 in. 75c { **Christmas Eve** (M. B. Foster)
(2) **O Bienheureuse Nuit** (Nor-
mandie Carol) (From Dann's
"Christmas Carols") (Ameri-
can Book Co.) Elsie Baker
Christmas Day in the Morning
(2) **Good Night and Christmas
Prayer** (M. B. Foster) (From
Dann's "Christmas Carols")
(American Book Co.)
Kline and Chorus

- 35418
12 in. \$1.25 { **Night Before Christmas, The** (Moore) Cora Mel Patten
Gingerbread Boy The (Old Folk-Tale)
Georgene Faulkner
60080 { **Toymaker's Shop, The** ("Babes in Toyland")
10 in. 75c { (Herbert) Victor Herbert's Orchestra
17842 { **Noël (Holy Night)** Venetian Trio
10 in. 75c { **Stille Nacht** (Celesta Solo) Felix Arndt
31873 { **Christmas Songs and Carols** ("Christians, Awake!")
12 in. \$1.00 { "Little Town of Bethlehem," "God Rest You, Mer-
ry Gentlemen," "First Nowell," "Silent Night")
Victor Mixed Chorus
35566 { **Scrooge—Part 1—"Marley's Ghost"** (Monologue ar-
12 in. \$1.25 { ranged from "A Christmas Carol") (Dickens)
William Sterling Battis
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(Monologue arranged from "A Christmas Carol")
(Dickens) William Sterling Battis



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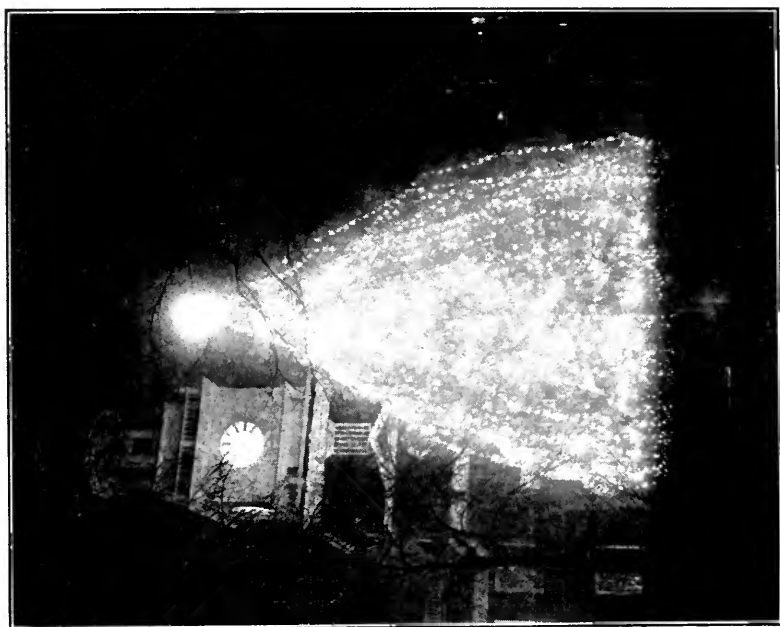
When the Victor is not in use, the horn can be placed under the instrument safe and secure from danger, and the cabinet can be locked to protect it from dust and promiscuous use by irresponsible people.

The Victor brings much pleasure and happiness into the school at Christmas time and every other month in the year. Victor dealers are always glad to cooperate with the teacher in extending Victor school work. For further information and for Victor Educational Booklets, write to the

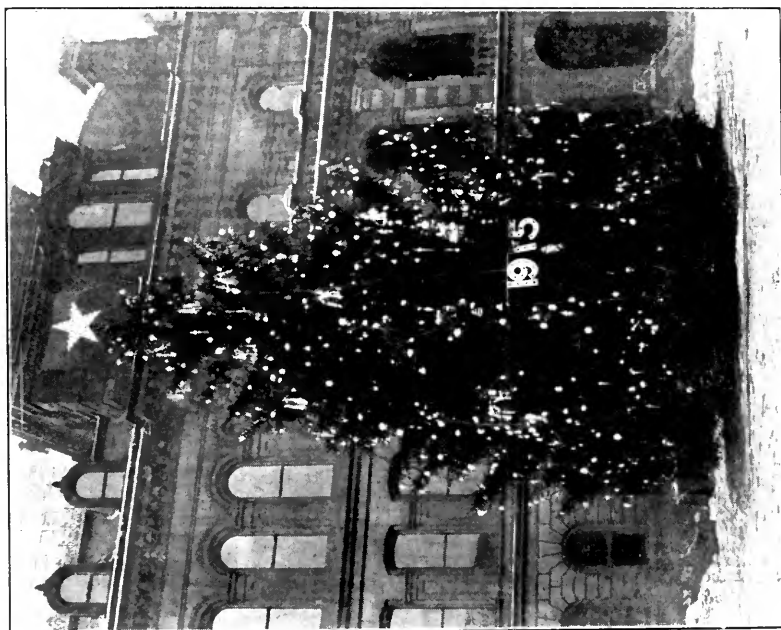
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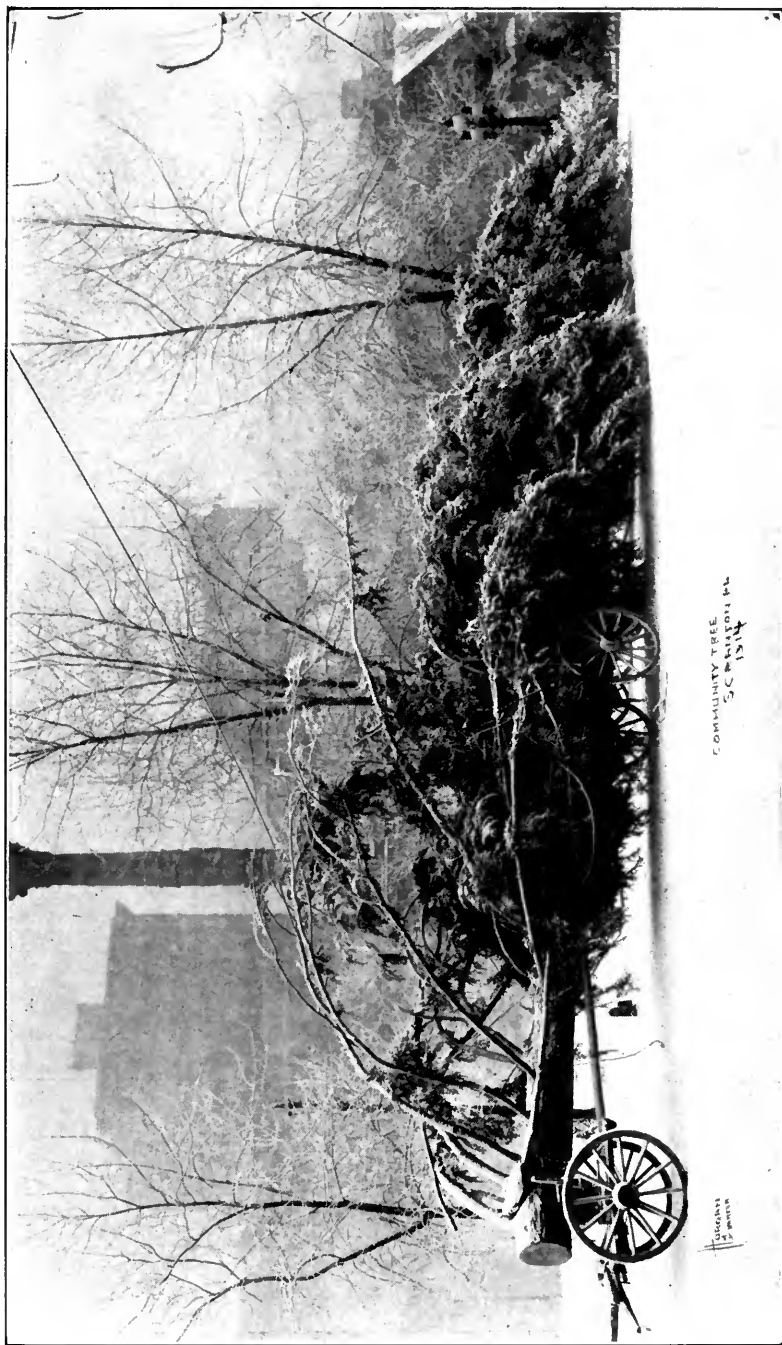




The Community Christmas Tree in Independence Square, Philadelphia, Independence Hall in the background

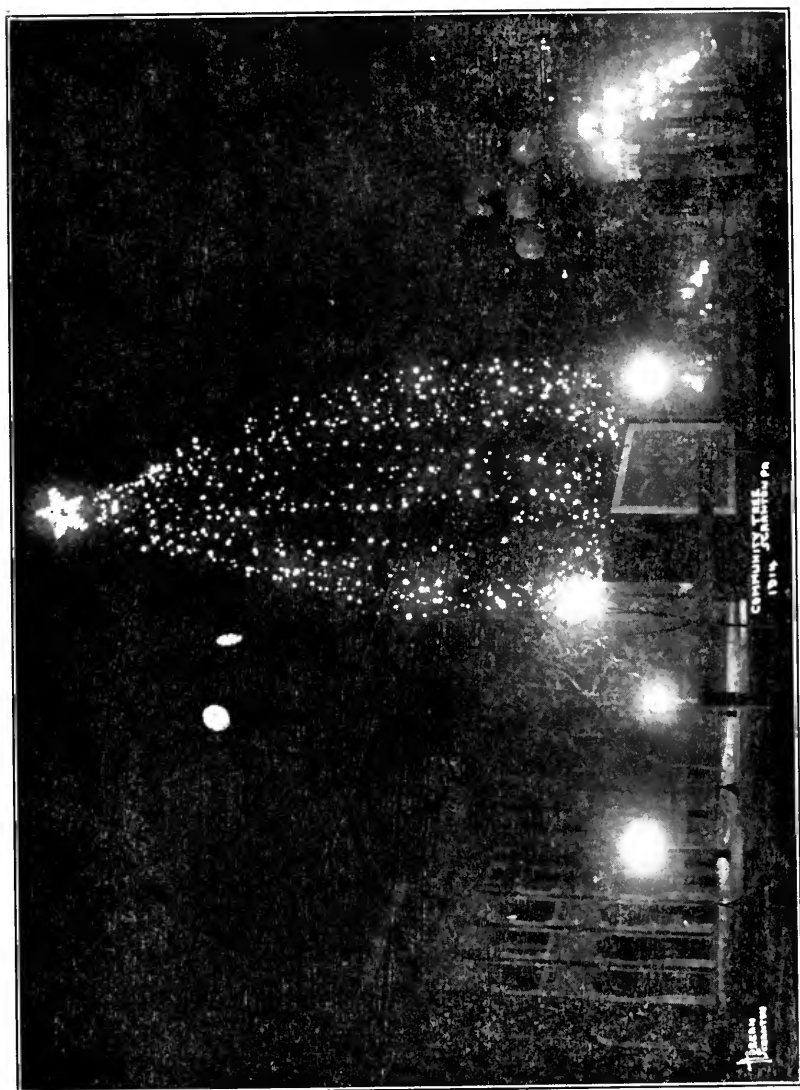


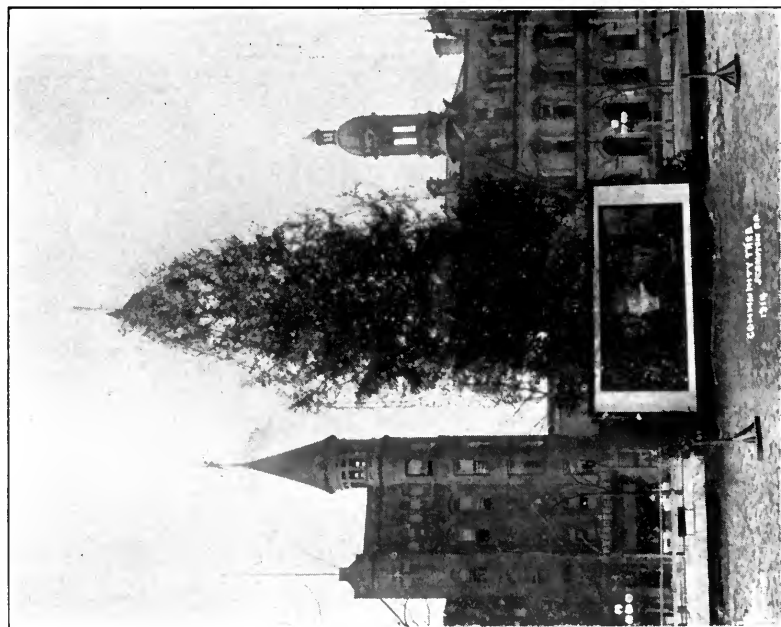
American City
Community Christmas Tree 1915
Detroit, Michigan



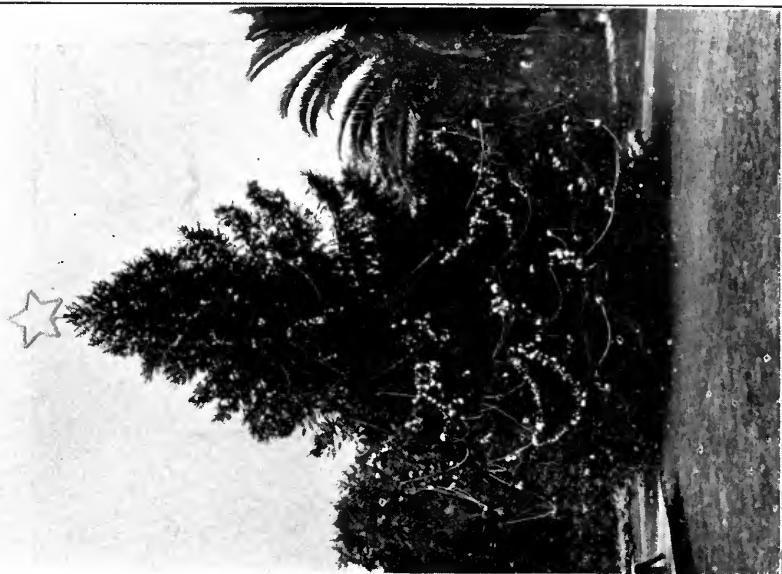
COMMUNITY TREE
SCARLETT
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Community Tree 1914, Scranton, Pa.

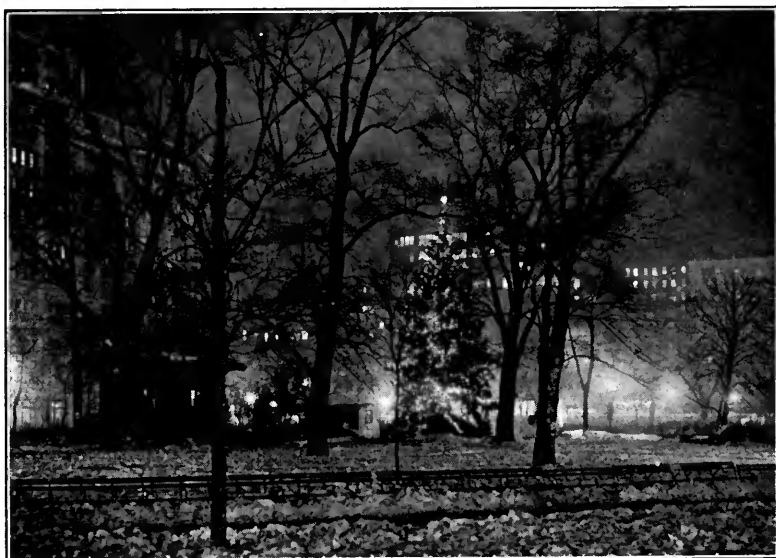


American City

Community Christmas Tree at Riverside, California, Festooned with Roses and Tinsel and Red and Green Lights; Growing in a Tropical Setting in the City's Park



Community Tree 1914, Scranton, Pa.



New York Edison Co.

The First Community Christmas Tree, 1912
in Madison Square, New York City

THE WORLD AT PLAY

Enticing the Working Man to the Library.—Galesburg, Illinois, employed the novel plan of furnishing a room with lounging chairs and cuspidors, to which men in overalls were urged to come. Previously few of the men cared to go home, "dress up," and come back down town, but under the new method, the reading room is well patronized.

Municipal Theatre in Galesburg, Illinois.—Transformed from an old gin shop, famous for gambling and murders, the beautiful little municipal theatre has proved a financial as well as artistic success. Three students from Professor Baker's Harvard course developed the place, later turning it over to the Drama League.

Six Hundred Square Feet per Child.—Such is the proud record of Joliet, Illinois. With a population of 50,000, eighty-three acres are devoted to play space, some schools having twenty acres of playground. Two schools have been completed with all modern equipment for neighborhood center work and four more are building. One is to have an outdoor swimming tank.

Play Parties in Grand Rapids.—So enamored have the members of the Grand

Rapids Recreation Association become of play—real play—for adults, as demonstrated in the play party held at the home of Mr. and Mrs. Dudley E. Waters just before the Recreation Congress, in the charming folk dances led by Elizabeth Burchenal during the Congress, that another play party was given by the Association, October the twentieth. Its promoters plan that it shall be the first of a series—and it is said a hearty second to the idea is voiced by all who attended.

Preparedness in Philadelphia's Schools.—Finding it undesirable to add a technical course in military training to the already full curriculum of the public schools, the Board of Education of Philadelphia has issued a circular advocating instead an extension of facilities for physical training. At least one hour per day is recommended for instruction in physical training and hygiene, including opportunity for athletics and free and supervised play, the greatest emphasis to be placed upon methods that will secure for all pupils the chance to participate in as many forms of competition as possible. It is urged that the entire teach-

THE CHRIST CHILD'S CHRISTMAS TREE

ing corps be promptly trained in the principles of physical training, sanitation, prevention of disease and dealing with emergencies. Adequate facilities including schoolyards open with a leader on hand before and after school hours are recommended.

Peace Prize Contest.—The American School Peace League

announces its annual competition in essays on the subject of peace. Three prizes of seventy-five, fifty and twenty-five dollars are awarded to the successful contestant in normal and in secondary schools. Details may be obtained from Fannie Fern Andrews, Secretary, 405 Marlborough Street, Boston. The contest closes March 1, 1917.

THE CHRIST-CHILD'S CHRISTMAS TREE

Madison Square, December 24, 1912

Above the bustle and wear and tear
Of a city's life—in a busy square
The Yule Tree stands with its open hands,
A symbol of Love—for all to share;
And great and small respond to the call
Of the belfry chimes—till one and all
Forsake the shop and the gilded home
For the Christ-Child's voice is calling—"Come,
O come—for my Festival is free,
And Love is Host at my Christmas Tree!"

They gather—the rich and poor are one—
Parent and Child and the stranger lone;
For the heart of the City goes out tonight
In a chorus of Music—a flood of Light;
And the Christ-Child Spirit, divinely fair,
That illumined the Manger cold and bare,
Is born again in the City Square.

—*Jean Dwight Franklin*

Copyright, 1912

THE COMMUNITY CHRISTMAS TREE*

Grace Humphrey, New York City

Four years ago New York had its first community Christmas tree. Through the happy thought of a woman and a small group of interested people, a great fir was set up in Madison Square, to give to the whole city a message of good cheer and fellowship. Her plan was to have it be a Christmas party for the lonely ones in New York, whether rich or poor—a celebration which should welcome men of every race and of every religion and of every age, and which should give them not presents, the commercial veneer of our modern Christmas, but the feel of that first Christmas in Bethlehem, marked off from other days by a star and the song of the angels. The only gifts should be music and light, in themselves a stimulus for all who should come.

Half of the fun of Christmas is that things are kept secret, so everything about this tree was anonymous. The newspapers of New York, catching this spirit of mystery from the committee, intensified it by telling their plans and entirely omitting their names. Contributions came in, sent merely to a certain station of the New York post office, many of them without a name, labeled "for your Christmas tree," or "for the lonely ones in the city." One man, sending a generous check, thanked the committee for "this beautiful opportunity to become an anonymous idealist" and added, "May this tree of light bring healing and strength to countless lonely and wounded hearts."

The very first story printed about the community Christmas tree awakened an unexpected interest among the people; and when the chimes in the Metropolitan tower sounded, at five o'clock on Christmas eve, they rang out over Madison Square, crowded with ten thousands of people. This was the signal for the church bells all over the city to ring out their message of good will, to bid Christmas welcome.

The great white star over the tree was lighted, its radiance increasing till it shone brilliantly, like the star in the far east. And then the colored lights were turned on, like fireflies dancing through its branches, till it became a bank of color in beautiful contrast to the bare, snow-laden trees about it. Trained voices began singing old Christmas carols and the crowd joined in, till half a mile away the music could be heard.

Warned by previous mass meetings in Madison Square, well-meaning friends urged on the committee the necessity for police

THE COMMUNITY CHRISTMAS TREE

protection. Reluctantly it was asked for and a big squad of blue-coats marched down to the square. In twenty minutes their captain sought out one of the committee and said, "You don't need us, this crowd's enjoying themselves. I'll send my men home, if you don't mind. There's not a thing for them to do. But they'll probably want to stay!" The policemen disbanded and scattered through the crowds, asking people to sing and beating time with their sticks. "But say," added this captain, "if you're going to have this again tomorrow, I'm agoing to bring down my wife and the kiddies,"—and he did.

Never did the crowd grow boisterous; never did the youngsters over-run the section set aside for the tree. Never was there a disorderly incident of any kind—no pickpockets, no arrests, no calls for the ambulance. And three policemen were sufficient for ten thousand people, their one service being that of a bureau of information to answer questions.

From the very first the tree belonged to the people and they took it for their own, rejoicing in the absence of gifts and the presence of the music and lights. "This is a real Christmas for me," said a little woman with a shawl over her head; "the rich people who give so much money away on Christmas always get the idea that the poor need something to eat and wear. They forget that we also like to look at nice things and hear lovely music."

From Christmas eve to New Year's eve, each night the tree was lighted and the people came to enjoy it. There was always a crowd standing near, just looking. A man going across the square at two in the morning came upon a dozen people, on their way home from some late festivity, singing to the tree. Intimately they looked at it, it was their tree.

Music was planned for the first night only, but hundreds of persons begged for more, reported the policeman to the committee. "They keep asking me to tell the tree people that they want some music, and they want to sing. Why, they're just hungry for it, sir!" So the music was provided.

"Presents to eat and wear are all right," said one fellow, "but they don't last. Now the memory of this will last forever." And another said. "This is the kind of thing that stays, it cheers you up when you think of it!" And plainly it does, for ten months later a little dressmaker, crossing Madison Square in the twilight, saw a group of down-and-outs standing near the site of the tree. One said he hadn't had enough to eat, a second that he didn't

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know how he was to get along, when a third spoke up: "Yes, I know; but when I get to feeling that way I come here and think of the Christmas tree."

The others had heard nothing of it, so he told them the story—how nobody knew who gave it, but some people had banded together and put it there for everybody to share. He described the colored lights and the music. "Oh, do you think," interrupted one man eagerly, "do you think they'll have it again this year?" "No," sadly, "no, I'm afraid not; even the rich people are poor this year."

But the woman's happy thought and the enthusiasm of the anonymous idealists could not die, and each Christmas since has seen the community tree lighted in Madison Square. Each year has come this greatest of Christmas gifts to the great city—community friendliness, good cheer, and gladness, music and light.

Great emphasis is put on the fact that this year's tree is the same size as last year's. Not to make the celebration bigger and finer, outdoing themselves each time, but each year for the people to do more, is the wish of the committee. They provide the tree only, the people sing, and are more and more a part of the community's Christmas.

When the tree was taken down, the gloom in the park seemed to increase. To another woman who stood in the crowd at the first lighting of the tree came a happy thought—to put on its site a star that should shine all the year round, a symbol of hope and peace and good will, to remind the lonely ones that Christmas and the tree would come again. Every night from twilight till morning, the star of hope, as the park policeman named it, now shines in Madison Square, a perennial gleaming thought of love and kindness and of the tenderest altruism.

The first year of the war special stress was put on the tree's message of peace to the multitudes gathered beneath it. The peace hymn, the words written by a Portuguese clergyman, to the tune of *America*, was led by Os-ke-non-ton, a Mohawk Indian, in his chief's dress. Boy scouts distributed copies of the words to the people, who took them carefully home, for afterwards none were found littering the park.

The following year, the committee gave a play, a theatre party for everyone, out of doors under the stars, in the park that is peculiarly the people's own, anticipating the civic theatre toward which we are slowly groping our way. Stuart Walker's Port-

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manteau Theatre, "the theatre that comes to you," set up its portable stage in Madison Square, and gave a Christmas fantasy called "The Seven Gifts."

Men couldn't believe that it was free; doesn't cost even five or ten cents, like a movie. But they liked the device borrowed from the movies, of having placards announce the various incidents, telling the names of the seven who brought their gifts to the Queen. For, that there might be no difficulty about hearing, in the heart of the city's traffic, Mr. Walker wrote the fantasy as a pantomime, telling the story with gestures only.

In silence the spectators watched, fully appreciating the sentiment as well as the artistry and joyousness of the color pageant, now and then an irrepressible comment showing that they caught the point.

At the start, when the Wanderer, with his pack on his back, made his way through the audience and saw the drawn curtains of the stage and the waiting crowds, a drummer turned to a woman standing next him and said, "The Wanderer—that's me!" A small boy perched on his father's shoulder kept up a running comment: "Is there a spring in it?" when Jack-in-the-box hopped out. "Ain't he trying to show off, though?" when the Brave Man boastfully showed how he had secured the tiger skin. And a little girl, witnessing the Haughty Lady's change of heart, exclaimed, "I know—it was the Humble Woman made her do that!"

At the climax of the play, the Dear Child offered her battered doll, the only gift representing some sacrifice and the true spirit of Christmas presents; and given her choice of all the gifts, she pointed to the gleaming star on the community tree which at that moment burst into light.

And this year, too, one feature will be specially emphasized—the singing of the community chorus, under the leadership of Mr. Harry Barnhart of Rochester, the man who makes everybody sing.

But there is another part of the story no less fascinating, the celebrations in other places. How truly the community tree belongs to the people is shown by its immediate adoption in countless neighborhoods. How towns jumped to it was amazing! Announced only a few days in advance, two cities in New England had community trees in 1912. The following year, a hundred and sixty towns came in; over three hundred by the next December, and probably a thousand last year.

And once started, no city or village has ever abandoned its

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community tree. It is now a national custom, thoroughly and distinctively American. In no other country of the world would it be possible to have this democratic mingling of the people, a getting together of men of all classes and races; and even in America, it's a bit unusual—it is done occasionally in politics, but this is altruistic!

Like other national customs the Tree of Light now has traditions of its own. Wishing to keep unspoiled the beautiful atmosphere in New York, committees all over the country write for suggestions and advice, often sending in their plans to be approved. From Canada and Japan come these requests, from California and Virginia, Texas and Vermont, and every state between; from a great city asking how to interest various organizations; from a Montana village of six hundred; from a factory town with thousands of foreigners; from an isolated island without electricity; from a rural community of only four hundred souls; from "a fourth class town where community cooperation is lacking."

And the people who write these letters are as varied: social and welfare workers of many kinds, mayors, chambers of commerce, ministers of all denominations, school superintendents and teachers and college professors, pageant chairmen, boards of trade, a high school girls' club, playground directors, civic leagues, federated charities, recreation commissioners, women's clubs, a crossroads storekeeper, music schools, doctors and lawyers and librarians, Y. M. and Y. W. C. A. secretaries, social center committees and lonely women—such are the people who start the Christmas idea in their localities.

And once started, it goes of itself, spreading from a few persons who have the spirit of Christmas in their hearts, till the entire community takes it up. Newspapers always help enthusiastically, children from public schools and Sunday schools learn the carols, singers and musicians offer their services, boy scouts and camp fire girls do errands and give out programs, all kinds of clubs and organizations join in.

All these hundreds of celebrations well deserve the name of community tree, for in every case the entire population is interested. One town wrote they had already arranged for the city band and a large chorus of school children helped out by seven church choirs, and asked, "Who else should be helping?" Another committee described its celebration as "a program planned by all the churches for a tree donated by the business men, lighted by the

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district, watched over by the park police, all for the delight of the neighborhood!" Can you think of a better example of community endeavor?

Many letters ask how the expense can be kept at the minimum; but one unique question came from a playground commission. "Cooperating with the board of education," they wrote, "we have established a social center and held several very successful dances. How to use our surplus moneys is a great problem. We are searching for a method to give those who helped make it some pleasure. Would a community Christmas celebration be a good way?" To which the answer was, "Yes, indeed; none better!"

Each city puts its tree, as did New York, in some public place—Washington in front of the Capitol; Philadelphia in Independence Square; San Antonio near the Alamo, where once the fiercest fighting, now the singing of carols; Boston, on the historic common; one town, with great railroad shops, out in the yards, that all the railroad men and travelers going through at night might share. Parks and playgrounds, private lawns, empty lots and school yards—all are used. One city, without any park available, anchored its tree on the brick pavement of Main Street. An outlying section in another city put theirs on a motor truck, which supplied electricity for the lights, and drove through the streets, singing carols for each neighborhood.

And how the Christmas spirit spreads! Like the ripples from a pebble tossed into a quiet pond, that go on and on till they make themselves felt in stream and river and ocean, the spirit of goodwill and helpfulness goes out from these community Christmases. Most of the good deeds are as anonymous as are the contributors to the Tree of Light's expenses. But now and then the echo of one reaches the ears of the committee and gladdens their hearts. A little immigrant of twelve, playing his violin at one celebration, attracted the attention of a wealthy woman who is now giving him a musical education.

During an intermission in the program, two years ago, the park policeman heard a sound, evidently coming from a brown paper bundle near the tree. While he was wondering, the cry came again, and he discovered a baby girl, two or three days old, with a card which read, "Please take my baby, I have no money to bring her up." The good-hearted bluecoat rushed it off to the foundling hospital, whence several weeks later it was adopted by a Jewish family who always called it "the little Christmas baby."

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And another young couple adopted for their little son a grandfather whom they found in Madison Square gazing at the Tree of Light.

But great as is the help to individuals, however encouraging and cheering this Christmas message to the lonely, the finest result of a celebration is the community spirit it arouses. The tree makes everybody feel a part of the whole. It cultivates habits of gladness and friendliness. It evokes a feeling of civic pride in which all share, for it takes all to make up the town. The one thing that counts is that the people shall participate and shall enjoy it.

Frequently, as indirect results, community organizations have been formed, where the field was unpromising before—community choruses, community pageant associations, clubs of boy scouts and camp fire girls, all have been stimulated by the coming together at the tree; until now the adjective community is familiar everywhere.

Will a community tree take money away from your local charities, with their many extra needs at Christmas time? No, indeed! If you keep it simple, using enthusiasm and friendly cooperation instead of large sums of money, it will increase the Christmas spirit and stimulate giving. For this isn't charity, but supplies something not thought of by any organization.

Keep the atmosphere of mystery, especially as regards the money. Get all the people working that you can. Use your community chorus and your playground groups. Plan for a children's dance around the tree and give what folk dances come in your regular playground work. Ask people to dress in bright-colored coats and caps, to add a joyous note of color.

Above all, do not think you must have a new and complex machinery of committees; sometimes that might stand in the way of a speedy carrying out of the idea. What is needed is a new frame of mind—instead of detached organizations, cooperation, welding them together to produce that elusive, delightful thing which when crystallized we call community spirit. Let each group bring what it has to offer, as the wise men brought, one gold, another frankincense, and the third myrrh. And your result will be a real community Christmas, of and by and for your people.

*Would you start a community Christmas tree in your town? An addressed, stamped envelope, sent to the Tree of Light, Station G, New York City, will bring you helpful information, giving you the benefit of New York's and other cities' experience in lights and music, and all details of organization including what-not-to-do.

If you have had already a successful celebration, and everything is

FOOTBALL IN THE WAR

Executive Office
Asbury Park, N. J.

8:37 P. M., Oct. 2, 1916

Mr. Joseph Lee,
President Playground and Recreation
Association of America,
Recreation Congress, Grand Rapids, Mich.

May I not send my warmest greetings through you to the Recreation Congress?

I wish that I might be present in person to express my very great interest in the objects which it is promoting. The wholesome pleasures of a nation are an essential part of its healthful life and my sympathy with all movements to promote recreation and healthful exercise is very deep and genuine.

WOODROW WILSON

FOOTBALL IN THE WAR *

Joseph Lee, President, Playground and Recreation Association of America, Boston, Mass.

There was a time when every talk about play began by quoting Wellington's historic remark to the effect that the battles of the Peninsula were won on the playing fields of Harrow and Eton. What has been the effect of play as a preparation in the present war?

We have some direct evidence on this point. The following is from *The Irish at the Front*,—the account of the charge of the London Irish, kicking a football ahead of them into the German

going so well that you can safely try a new thing, why not give "The Seven Gifts"? Through the generosity of Mr. Stuart Walker and the Portmanteau Theatre, this Christmas fantasy is now available for any community to present. The Tree of Light, Station G, New York City, will send you information, if you send a stamped and addressed envelope. And good luck to your tree!

*Address given at Recreation Congress, Grand Rapids, Michigan, October 2-6, 1916

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trench at Loos. Their annalist, Michael Macdonagh, tells us that, like the Irish players at the great international Rugby match at Twickenham, "so, too, at Loos, the London Irish dashed forward with the same rapture in the game that they used to display in a match on their grounds at Forest Hill, shouting their slogan, 'On the ball, London Irish.' They kicked the ball before them, not this time in the face of an opposing English, Welsh or Scottish pack, but against unceasing volleys of shrapnel and rifle-fire which brought many of them down, dead or disabled—until the ball was kicked into the German trench with a joyous shout of 'Goal!'"

Certainly this is as remarkable an instance as one can well imagine of the actual and direct application of football to the fighting game. It is good evidence that *football trains for war*.

It is true there has been some adverse evidence. At least it was reported at one time that the English professional football players were slow to enlist, and that crowds continued to attend the football games who should have been making their application at the recruiting office. But this evidence that football may dull loyalty, so far as it goes, is not against the value of football in education but only against its continued practice as a profession of grownup life. It bids us beware adhesions: avoid the creation of the perpetual ball player. It reminds us that football is not in itself a complete school of citizenship, that we must take the boy team loyalty at the flood and turn it in the direction of a larger patriotism. But let us not, in order to avoid such undesired survivals, omit the application of the great educational forces during the hour which belongs to them. Some are born children; some achieve childhood; some remain children all their lives. But the excess of these last does not prove that the first were wrong. Childhood still has its place—and so of football.

Football properly used seems to prepare for war. But *it does not incline men to kill each other*. On the contrary, the best known evidence of its effect is in the story, now familiar, of the football games played between the English and the Saxons in Flanders just before Christmas, 1914,—games that the authorities had to put a stop to because the participants afterwards objected to killing each other. Football here showed itself as a terribly disturbing element, through the lawless tendency of its players to keep the peace.

This last bit of evidence confirms our own experience in the

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Philippines, where, as we know head-hunting has been superseded by American athletic sports.

Football is a preventive of war because it is the better game. It beats war as surely as it beats cock fighting. This substitutive power of the game confirms the conclusion of Professor W. B. Cannon of Harvard in his remarkable study of the physiological effects of fear and anger,—that in its production of the physiological condition of full preparedness football is the full equivalent of war.

Another piece of evidence furnished by this war, which has a great bearing not on team games alone but on the general subject of the cultivation of loyalty, goes to prove that the gang is mightier than the team. I mean that the nation has shown itself stronger than all other forms of membership. Apparently it is written in the souls of men—at least those of the present day—that a man shall cleave to his country, if necessary, to the forsaking of all other ties. The socialists, unless Liebknecht be really an exception, have chosen loyalty to country as above loyalty to their social creed. The Catholic priests are fighting in the trenches as common soldiers, and one gets the impression that the Church, even if it had so desired, could not have prevented them. The scientists have to a man discovered that their philosophical, historical, or sociological researches lead each of them to the conclusion that his own particular country inherits the earth, or at least as much of it as is at stake in the present conflict,—the Germans perhaps being more simple-hearted in their statements, but the others arriving at the same conclusion. Even the artists, temperamental anarchists though they are, go out and get killed, each for the country he damned so long as peace left him leisure for such occupation.

What is the explanation of this phenomenon? It seems to be that it is the unlimited allegiance that wins. Not what you belong to for a certain object but what you belong to for all purposes turns out to be most vital in a pinch. Status, as Dr. Gulick would say, is still the word, and in the long run conquers contract and all other ties. The deepest question is not what you believe or what you are interested in; it is not even what you do. It is what you are, or at least regard yourself as being. For that is what patriotism is. It is belonging for all purposes. It is *being* the country of which you are a part. "I am a Frenchman" means not I do my business in France, or have joined France for certain purposes—political or any other—but that France lives

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in every thought and feeling, is present in every nerve and tissue of my body. It is the same in every language. This is the universal human way in the national membership. Not "I belong to America," but "I am an American." America is flesh of my flesh, bone of my bone, part of everything I am.

I am not arguing that this unlimited form of membership which we find in nationality is better or worse than any other. I am pointing out that it is the human sort, that as bees belong to hives and wolves to packs, so man's natural loyalty is of this inclusive sort—or that such at least is the apparent lesson of this war—and that to him it is the strongest sort there is.

Such being the teaching of this war in regard to membership, its application is twofold. First, we should supplement the limited membership of the team by fuller belonging in some form; we should parallel the gang in the sort of membership we teach and cherish. For the gang is the original unit of unlimited membership as distinguished from the team to which you belong only for a specific purpose. The gang is the pack of the young wolves, it is the "Young Men" of our own Indians, the fighting band of the ancient Germans, and I suspect of all other races. It, as much as the family, is the parent plant from which the state has grown. Somehow in our schools, and in units formed within the schools, we must cultivate, or take captive and direct, this full form of belonging.

It is sometimes objected to the cultivation of nationality and its appropriate emotion of patriotism that it leads to war. Such a result is no more necessary than that the cultivation of the individual should lead to head-hunting. On the contrary, patriotism cannot be at its highest unless it looks beyond the selfish interest of the country and therefore beyond war, so far as war arises from selfish interests.

Such again, I believe, is the lesson of this present war. Certainly no country of those engaged burns with a brighter light of patriotism than France: and the secret of French patriotism is that France has always stood for more than France. When Lafayette took a part in our own Revolution he was not fighting for France but for mankind. When Napoleon carried the Revolution across all Europe he may have acted selfishly, but as a master politician he was using something that was not selfish,—the idealism of the French spirit. It was a mission to humanity that the Revolution represented,—a mission well fulfilled in the creation of the modern

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world. Napoleon III made use of the same idealism in the freeing of Italy. Again; in a very different field we read in the life of Pasteur how in the dark days after 1870 he sought revenge on Germany through the perfecting of his service to mankind. That was a revenge worth taking,—a gift of life and health to French and German, Greek and Jew, without limitation and without price.

The party in France which was ready to give up Alsace-Lorraine rather than plunge Europe into another war represented the same spirit.

It is because the patriotism of France transcends the national interest of France that it commands such unlimited allegiance. It is because France in her turn is subordinated to a larger ideal, has something universal in her soul and purposes.

The same is true of every nation and of every people. If the state itself is selfish, it will never wholly subjugate the human soul. For better or worse we are made that way, subjects to a higher allegiance than selfishness can ever fully receive.

Except as the nation serves more than the nation, it can never be itself any more than a man without a country is ever quite a man.

This is not theory but demonstrable fact. What are the nations that have been exalted, and by what title do they hold their place in all our lives? Is it mainly the warrior nations, the Assyrian, the Spartan, the Iroquois? Athens lives today in every art, in every written word, through the peaceful labors of Aeschylus, Plato and Praxiteles. Israel rules through the great words of her prophets. The lasting empire of Germany is in the works of Goethe and Beethoven. These are the victories that do not go back,—the object of that intenser patriotism through which nations truly live and in which all are victors.

THE SOUL AND THE SOIL*

Alfred G. Arvold, Director, The Little Country Theatre, Fargo,
North Dakota

My story is simple. It is a narrative on a work in the promotion and establishment of community centers in country districts. The scene is laid out on a Dacotah prairie where seven out of every eight people are classed as rural. Seventy-two per cent of the char-

*Address given at Recreation Congress, Grand Rapids, Michigan, October 2-6, 1916

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acters are either foreign born, or of foreign descent. Only twenty-eight per cent are Americans. They are a sturdy people strong in heart and broad in mental vision. They live in a land whose area comprises seventy-one thousand square miles of rich black soil. The vocation of these people is agriculture.

A skilled physician when he visits a sick room always diagnoses the case of the patient before he administers a remedy. In order thoroughly to comprehend the social significance of the soil it is necessary to know something of the soul of the people who live upon it. No permanent agriculture can ever be built in America unless those who engage in it find their social expression in the community in which they live. The most interesting part of a farm is the farmer himself. The soil must have a soul.

North Dakota is an interesting commonwealth. It has an invigorating climate. People are prone to think of the state in terms of blizzards. Those who do, forget this fact—a vigorous climate always develops a healthy and vigorous people. Seventy-two per cent of the people in the state live in un-incorporated territory. One hundred and fifty towns have a population of less than five hundred inhabitants. The twenty-five nationalities represented in the state come from the best blood in Europe. Conservatively speaking there are in North Dakota today over one hundred thousand Norwegians; they live in the eastern and northern sections of the state. The sixty thousand Russians for the most part reside in the south central part of the state. The Germans, forty-five thousand in number, live in the western part of the state near the Missouri river. Large settlements of Canadians, Scotchmen, Icelanders, Swedes and Danes, Austrians, Irishmen, Englishmen, Greeks, Turks and Italians live in scattered sections of the state. All of these people come originally from countries whose civilizations are much older than our own. All have a poetry, a drama, an art, a life in their previous national existence, which if brought to light through the medium of some sociological force, would give to North Dakota a rural civilization such as has never been heard of in the history of the world. All are firm believers in Americanism.

In many respects, however, North Dakota is just like any other state in the Union. People are hungry for social recreation. The town and the country are dead. They are dull for a reason. When a local train passes through a certain section of the state people gather at every station, some to meet their friends, others to bid

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their friends farewell, and many to see some form of life. People in the small community need life just as much as they do in a large city. American city and country life have not yet developed a community spirit. Because of the stupid monotony of the village and country existence, due to the fact that the people in the country have not found their social expression in the neighborhood, the tendency has been for both young and old to move to large cities. The United States Department of Agriculture just recently sent out hundreds of letters to farmers' wives asking them what would make life on the farm more attractive. Hundreds of the replies which were received from practically every section of America told the story of social starvation. They wanted some place to go. They wanted to be entertained. Moral degeneracy in the country, like the city, is usually due to lack of proper social recreation. When people have something healthful to occupy their minds with, they scarcely ever think of wrongdoing. Ernest C. Groves, in an article entitled "Psychic Causes of Rural Migration" in a recent number of *The American Journal of Sociology* says that the barrenness of country life to the girl growing into womanhood, hungry for amusement, is one reason why so many girls in the country go to the city. Students of science attribute the cause of many of the cases of insanity among country people to loneliness. That something fundamental must be done along social lines in the country in order to help people find themselves nobody will dispute. It is a mistaken idea of modern civilization to build great cities at the sacrifice of the country. To rob the country of those who produce will eventually weaken the social structure of our civilization. A social vision must be discovered in the country that will keep the great men who are usually country born in the country. The impulse of building up a community spirit in a rural neighborhood may come from without, but the true genuine work of the socialization of the country itself must come from within. The country people themselves must work out their own civilization.

After a careful study of hundreds and literally thousands of requests received during the last nine years from every section of the state of North Dakota as well as America for suitable material for presentation on public programs and at public functions, with a personal acquaintance with hundreds of young men and women, whose homes are in the small communities and the country districts, the idea of The Little Country Theatre was

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conceived. The idea conceived, became an actual reality, when an old dingy chapel on the second floor of the administration building at the North Dakota Agricultural College located at Fargo, North Dakota, was remodeled into what is now known as The Little Country Theatre. It is simply a large playhouse put under a reducing glass and is just the size of an average country town hall. The decorations are plain and simple, the color scheme being a green and gold. Simplicity is the key-note of the theatre, for it was not meant for the institution alone, but for every rural community in North Dakota and America as well. It is an example of what can be done with hundreds of village halls, unused portions of school houses, garrets and basements in country homes and country churches. Two of the unique features in connection with The Little Country Theatre are the Coffee Tower and the Hayloft. The function of the Coffee Tower is purely social. After a play or program has been presented, the friends of the Thespians are invited to the Coffee Tower and served with refreshments. The Hayloft which was formerly an old garret, unused for over twenty years, serves as a dressing room, a place for rehearsals, a banquet hall, and a community exhibit place. Everything possible is done to encourage and cement the bonds of friendship.

The object of The Little Country Theatre is to produce such plays and community programs as can be easily staged in a country church basement, a country school, in the sitting room of a farm home, in the village or town hall, or any place where people assemble for social betterment. Its principal function is to stimulate an interest for good clean drama and original entertainment among the people living in the open country and villages, in order to help them find themselves that they may become better satisfied with the community in which they live. In other words, its real purpose is to use the drama, and all that goes with the drama, as a sociological force in getting people together and acquainted with each other in order that they may find out the hidden life forces of nature itself. Instead of making the drama a luxury for the classes, its aim is to make it an instrument for the enlightenment and enjoyment of the masses.

In a country town nothing attracts so much attention, proves so popular, pleases so many or causes so much favorable comment, as a home talent play. It is doubtful in my mind whether Sir Horace Plunkett ever appreciated the significance of the statement he once made when he said that the simplest piece of amateur

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acting or singing done in the village hall by one of the villagers would create more enthusiasm among his friends and neighbors than could be excited by the most consummate performance of a professional in a great theatre where no one in the audience knew or cared for the performer. Nothing interests people in each other so much as habitually working together. It's one way people find themselves. A home talent play not only affords such an opportunity but it also unconsciously introduces a friendly feeling into a neighborhood. It develops a community spirit because it is something everybody wants to make a success, regardless of the local jealousies or differences of opinion. The hundreds of letters which I have on hand not only tell a story of the social history of North Dakota but they also substantiate the above statements.

The work of The Little Country Theatre has more than justified its existence. It has produced scores of plays and community programs. The people who have participated in them seem to have caught the spirit. One group of young people from various sections of the state, representing five different nationalities, Scotch, Irish, English, Norwegian and Swedish successfully staged *The Fatal Message*, a one act comedy by John Kendrick Bangs. In order to depict Russian Life one of the dramatic clubs in the institution gave *A Russian Honeymoon*. Another cast of characters from the country presented *Cherry Tree Farm*, an English comedy, in a most acceptable manner. *Leonarda*, a play by Bjornstjerne Bjornson, was presented by the Edwin Booth Dramatic Club. It was undoubtedly one of the best plays ever staged in The Little Country Theatre. An orchestra played Norwegian music between each act. An illustration to demonstrate that a home talent play is a dynamic force in helping people find themselves is afforded in the presentation of *The Country Life Minstrels* by the Agricultural Club, an organization of young men coming entirely from country districts. The story reads like a romance. The Club decided to give a minstrel show. At the first rehearsal nobody possessed any talent except one young man. He could clog. At the second rehearsal a tenor and a mandolin player were discovered; at the third several good voices were found; a quartet and a twelve-piece band were organized. When the play was presented twenty-eight different young men furnished an excellent entertainment. During the last three years nearly twenty young ladies, the majority from country districts, have presented short plays.

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Each of these young ladies has acted as the director of a play. They have not only selected the production but they have promoted the play and trained the cast of characters as well. When Percy MacKaye, that wellknown dramatist, visited The Little Country Theatre four young people presented *Sam Average*. The *Travelling Man*, a miracle play, was presented in honor of Lady Gregory, of Ireland, on her last tour of America. Such plays as *Which is Which*, *Op-O-Me-Thump*, *The Newly Married Couple*, *American Beauties*, *A Scrap of Paper*, *The Colonel's Maid*, *Engaged*, *Miss Civilization*, *Christmas Chimes*, *Aunt Minerva*, *The Ghost of Jerry Bundler*, *The Village Post Office*, *His Lucky Day*, *The Courtship of Miles Standish*, *Obstinacy*, *Match Making*, *The Silent System*, *Sweethearts*, *Three Girls from School*, *The Private Secretary*, *A Business Meeting*, *A Scene from the Lion and the Mouse*, and many others have always been well received.

Several original plays have been presented to large crowds. Three of these, *For the Cause*, *A New Liberator* and *Bridging the Chasm* made an unusually fine impression upon the audiences who witnessed them. They were written under the direction of Abbie Simmons, writer of plays and a splendid student of the drama.

Perhaps four of the most interesting incidents which have occurred in connection with the work of The Little Country Theatre are the presentation of *A Farm Home Scene in Iceland Thirty Years Ago*, *The Prairie Wolf*, *Back to the Farm*, and *A Bee in a Drone's Hive*. All of these productions have come out of the country people themselves. Standing room was at a premium. The Little Country Theatre could not hold the crowds, eighty per cent of them farmers who were eager to see the drama of their creation.

A Farm Home Scene in Iceland Thirty Years Ago was staged by twenty young men and women of Icelandic descent whose homes are in the country districts of North Dakota. The tableau was very effective. The scene represented an interior sitting room of an Icelandic home. The walls were whitewashed; in the rear of the room was a fireplace; the old grandfather was seated in an arm chair near the fireplace reading a story in the Icelandic language. About the room were several young ladies dressed in Icelandic costumes, busily engaged in spinning yarn and knitting, a favorite pastime in Icelandic homes. On a chair at the right was a young man with a violin playing selections from an Icelandic composer. Through the small windows rays of light repre-

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senting the Mid-night Sun and the Northern Lights were thrown. Just before the curtain fell, twenty young people, all Icelanders, joined in singing the national Icelandic song, which has the same tune as *America*. The effect of the tableau was far-reaching. The two hundred people who saw it will never forget it.

The Prairie Wolf, a play written by a young man named John Lange, was staged in The Little Country Theatre before an audience representing over thirty different rural communities in the state. The play was not only written by a young farmer but it was staged and rehearsed by country people. It was a tremendous success. Dozens of communities in the state have already asked for permission to present it. The action in the play was superb.

Back to the Farm, written by a student of the Minnesota Agricultural College, was presented three successive nights during the Tri-state Grain Growers' Convention which is held every year in the city of Fargo. For three consecutive evenings during this convention seven hundred and fifty people, ninety per cent of them country people, witnessed this production. Hundreds were literally turned away from the theatre. The cast of characters in the play was made up entirely of young people from the country. One farmer said it was the best play he had ever seen. Another said that *Back to the Farm* has the *Birth of a Nation* beaten a mile. They were both right because to them the play came out of the soil.

Last fall, Cecil Baker, a young farmer from Edmunds, North Dakota, who has caught the social vision of the soil, came to my office and said he wanted to write a play. The idea he wished to bring out in his play was that the social advantages of the country out-weighed those of the city. I gave him a few suggestions and referred him to several other persons. Several weeks later he again came to my office with a manuscript of a play which he had written entitled *A Bee in a Drone's Hive* or *A Farmer in the City*. The dramatic technique of the play was perhaps not correct, however, Mr. Baker wrote it. He wanted his friends to present it and they did. Two hundred and fifty people saw the production. Some said it was the greatest argument in favor of country life that had ever been presented. Others were astounded at the naturalness of the makeup and the costuming of the characters. Everybody was more than satisfied.

The influence of The Little Country Theatre in the state, as well as the nation, has been far reaching. Scarcely a day passes

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but somebody writes asking for data in regard to it, or for copies of plays, and matter for presentation on public programs. These letters of requests tell something intensely interesting about the social condition of the people in the community. During the past few years in North Dakota hundreds of people, young and old, have participated in home talent productions and community programs. Thousands of pieces of play matter and pamphlets have been lent to individuals, literary societies, farmers' clubs, civic clubs, and other organizations. Of the different requests received from people one is worthy of mention here. A country school teacher in the northern part of the state sent for several copies of plays and play catalogues. None of the plays suited her. She decided to give an original play, *The Comedy*, written by one of her friends. She wanted to carry The Little Country Theatre idea out in the community. When asked for a description of the staging of the original production, she sent me the following letter which is indicative of what people really can do in the country to find themselves. I shall quote only a part of the letter: "When I wrote you about *The Comedy*, I do not know what idea I gave you of it; perhaps not a very true one, so I am sending you a copy. The little German song is one I learned from a victrola record, so the music may not be correct, but with a little originality can be used. This little play has the quality of making the people expect something extraordinary, but when performed the parts are funny, but still not funny enough to produce a 'roar.' They are remembered and spoken of long afterwards. I wish I knew just what you wish to know. I liked our arrangement of lights. We only had lanterns. A dressing room was curtained off and the rest of the space clear. We hung four lanterns in a row, one below the other, and had one sitting on the floor at the side opposite from the dressing room, and then one on the floor and one held by the man who pulled the curtain on the other side. This gave splendid light. There was no light near the audience, except at the organ."

The spirit of The Little Country Theatre is contagious. An aggressive young man from the northern part of the state, who witnessed several productions in the theatre, was instrumental in staging a home talent play in an empty hayloft of a large barn. The stage was made of old barn floor planks. The draw curtain was a binder cloth. Ten barn lanterns hung on a piece of fence wire furnished the border lights. Branches of trees were used

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for a back ground on the stage. Planks resting on old boxes and saw-horses were used for seats. A victrola served as an orchestra. The proceeds from the play were given to a country baseball team. At Kensal, North Dakota, they are about to dedicate a community hall. The hall was built entirely by farmers. It is located six miles from a railroad. In it is a stage modeled after The Little Country Theatre. A little over a year ago the village of Amenia, North Dakota, opened up The Amenia Little Country Theatre. It is located on the second floor up over a country store and has a seating capacity of about one hundred and seventy-five. The stage is small. The curtain is a draw curtain. Several plays have already been presented in it. As one of the men interested in it has said, it has already changed to a certain degree the complexion of the community. Residents of Porto Rico, The Philippine Islands and Canada are building little country theatres. Many of the leading American educational institutions, several of them agricultural colleges, have already set aside various parts of their buildings for dramatic experiments.

While The Little Country Theatre is located in North Dakota it, nevertheless, stands ready to suggest to the thousands of communities in America that it will assist in every way possible in the development of community life. While its work is still in its infancy, its possibilities are unlimited. If it can inspire people in the country districts and small communities who are dissatisfied with their surroundings, who are lonely and have little ambition in life, to do the bigger things in life—to get along with one another in order that they may find themselves it will have performed an invaluable service to mankind.

The future work of The Little Country Theatre lies not only in schoolhouse, the village hall, the farm home and the basement of a country church. The cheap carnival at the county fair must be supplanted by the Harvest Festival in which all the people of the county take an interest and have a part. The farmers' picnic must contain something more than a brass band and a baseball game. These two splendid features must be maintained, but the pageant, a community play, in which the story of life is told, must become as much a part of the farmers' picnic as the picnic lunch itself.

The drama is a medium through which America must inevitably express its highest form of democracy. It must be considered more in a sociological than in a literary sense. When it

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can be used as an instrument to get people to express themselves in order that they may build up a bigger and better community life, it will then have performed a real service to society. When the people who live in the small community and the country awaken to the infinite possibilities which lie hidden in themselves through the impulse of a vitalized drama, they will be less eager to move to centers of population. The question of unemployment will no longer puzzle the cities. The moral tone of the country will be improved and loneliness will cease to be a cause of insanity. Then the lure of the city will be a thing of the past. To help people find themselves and their true expression in a community is the great idea back of The Little Country Theatre. It will serve as a sociological experiment station. Every day its vision grows bigger. In years to come, if the idea is thoroughly carried out, there will be more contented farm communities in the state of North Dakota because the people will have found their true expression in the community. As a dynamic force in spreading the gospel of social recreation among people who reside in this and other states its worth can never be computed. The social life which will eventually be built up around the community will be one characteristic of the inhabitants of that community. The soil must have a soul.

A MUNICIPAL NEIGHBORHOOD RECREATION CENTER*

Harold O. Berg, Supervisor Extension Dept., Board of School Directors, Milwaukee, Wis.

It is but natural that in discussing the topic assigned to me, I draw upon my past experience and since all of it has been obtained in Milwaukee I shall briefly describe the work we have *actually* accomplished in Milwaukee and put before you, for your approval or rejection, the methods and policies pursued. In the short time that is allowed me, I shall endeavor to touch—if only in a fragmentary way—upon as many as possible of the questions submitted to this Congress in the advance folder.

We in Milwaukee have not spent much time in discussing "The Ideal Community Center," nor in debating whether the same should be municipally financed or supported by membership dues, whether the emphasis should be placed upon recreation, upon education, or upon civic and forum activities, whether to cater to the young

*Address given at the Recreation Congress, Grand Rapids, Michigan, October 2-6, 1916

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people hoping that their presence will sooner or later attract the parents, or *vice versa*. The great question with us was *how to get the schools open at night for recreational purposes* and keep them open. The modern popular conception of the word "recreation" it seems to me is rather erroneous. To the average mind it suggests the quest of pleasure or sport. The subject of recreation has many phases—it is really a question of leisure. Many desire to spend their leisure otherwise than at games or entertainment. Sewing, cooking, millinery, needlework, mechanical drawing, literary study, music, dramatic work, debating, civic study and discussion are desired by many for a portion of the time, thus making the problem of providing wholesome recreation semi-educational and in some cases wholly educational in nature.

With this conception of leisure seven Milwaukee schools and one special building are at present being used as social centers while nine other schools are being used for evening schools which may conduct special recreation activities if desired. No formal demands were made by citizens for the location of these social centers. The movement being a new one and its possibilities and values at the time unknown, no one seemed to care to take the responsibility of arousing a neighborhood sentiment for a social center. Now that the work is established, demands are constantly being made by various neighborhoods, but rarely if ever by the poorer or the congested districts.

This wider use of the school plant was achieved under a state law which authorizes school boards to establish and maintain special activities such as evening schools, social centers, library branches, by means of a special two and one-tenth mill tax, providing the question has passed at a referendum of the people.

Milwaukee adopted the policy of using its schools for social centers believing that supervision of recreation is an educational problem and that civic economy demands a more open use of the public schools. The schoolhouse is usually the neighborhood center from a geographic standpoint. It ought also be the focal point of the neighborhood from a civic and community standpoint. This can easily be accomplished through a social center housed in the school building and run in connection with it, for such a center has at its command hundreds of the world's best advertisers—children. Each social center in Milwaukee issues a weekly newspaper which is carried into the homes by the children of the regular day school. A social center proves itself a marvelous

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connecting link between the school and the home—a link sadly missing in many educational systems.

Each of Milwaukee's three full-time centers, that is, those which are open five afternoons and six evenings a week, is in charge of a director who devotes his whole time to the work. During hours when he is not in actual charge of the center, he devotes himself to the study of the community: the neighborhood places of amusement, housing conditions, individuals or groups of people who need to be reached. In this work he is ably assisted by visiting nurses of the City Health Department, which has child welfare stations housed in the social centers.

The day school principals who assume charge of the part-time centers,—those open only four evenings a week,—are paid according to attendance. This stirs them to greater efforts to attract their community to the center. Indeed some of them have developed the work to such a degree that the school board has now authorized a full-time assistant to do the social and the organization work in the community.

Social center directors, as well as their assistants, must be men and women of keen insight, deep sympathy, and abundant patience. They must be demonstrative of their interest in the joys and sorrows, the work and the play of those who come to their activities. They must be leaders in the fullest sense of the word. They really are hosts and hostesses—not attendants.

The varied kinds of activities, the different ages and types of people dealt with make the selection of workers a matter of extreme importance. The success of a class or a club depends not only upon the ingenuity and the brains of the one in charge but to a great extent upon his heart and soul. Here the supervisor who is allowed to select his workers on the basis of personality plus training and experience is far more able to surround himself with a corps of capable, desirable workers than the one who must confine his selection to a civil service list, position on which is obtained through measuring up to rather stereotyped qualifications which can be set down in black and white. It is but natural that in a system of paid workers, volunteer service does not thrive.

Contrary to general opinion, the schoolhouses were easily made adaptable for social center work. The assembly halls were fitted for athletic games and gymnasium work by screening windows and lights, stripping the floors for indoor baseball, basket ball, volley ball. Here the athletically inclined boy or girl has an opportunity

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for physical development. Unless students at some institution of learning, our young people can find few places where they can participate in athletic games and gymnastics. We find that the working boys of Milwaukee are not particularly fond of formal gymnastics after a hard day's work, so we feature the athletic games. The girls have shown a distinct inclination for club, wand and dumbbell drills, aesthetic dancing, and folk dancing. To foster a love for athletic games and keep up the interest, leagues are organized among the various centers. The girls' gymnasium classes are required periodically to contribute a number to the regular entertainments. In the gymnasium classes and athletic games segregation is at all times maintained with the exception of the Friday night boys' match games to which girl spectators are admitted.

In this same hall, dancing classes and socials are held on Saturday evenings, the dancing classes from 7 to 9 o'clock and the socials from 9 to 11:30. These socials are not public. No one is admitted unless known to the director or introduced to him and vouched for by someone whom the director knows. A register is kept of everyone attending the dances.

The halls are closely supervised. A young man leaving the building is asked to take his hat and coat and is not allowed to return that evening. This regulation discourages going out for a smoke or for refreshments. The dancing is made self-supporting by a nominal charge of five cents for the dancing class and ten cents for the social, which money is used to pay for the music, instructor, chaperon, wardrobe boys, and door keeper. We chose Saturday night for our dancing because that is the banner night for the low-class dance hall with which we are competing.

Feature parties, such as Hallowe'en parties, Japanese parties, St. Patrick's parties and the like are given to increase the attendance at these Saturday evening socials. During the past year the crowds grew so large that it became necessary to limit the attendance to three hundred at each of the various centers. The school board has recently authorized dancing in six schools other than social centers, making thirteen in all.

In these assembly halls bi-weekly five cent entertainments are held. These evening entertainments consist of moving pictures, dramatic, literary and musical numbers given by neighborhood talent and social center organizations.

We make an effort to conduct these entertainments under

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ideal conditions, each school being furnished with one of the best moving picture machines on the market, large stages with curtains and foot-lights. To meet the fire ordinance the moving picture machines are housed in concrete booths. The audiences vary in age from the aged grandfather to the infant who is left to sleep in his go-cart in the corridor. Since one of the great evils of the moving picture show and the public theatre is the promiscuous seating of the audience, segregation is carried out at our entertainments by reserving one section for parents and their children, escorted and unescorted girls, and another section for men and boys. Thus many dangers of a mixed public audience are minimized. No children under fourteen years of age are admitted unless accompanied by their parents. Children are required to sit with their parents. This rule insures good behavior on the part of the children and keeps the family unit intact. The common practice of allowing dancing after an entertainment is strictly forbidden. A dance following a public entertainment means a public dance. The admittance fee of five cents gives the director a small working fund with which to meet the many little bills that spring up in the administration of a social center. These bills if presented to the school board are likely to become irritating to the members of the board who do not always understand the inside workings of a center. Furthermore a small charge makes a more appreciative audience and places some of the expense where it partially belongs. Our school halls having a seating capacity from four to eleven hundred are nearly always taxed to their fullest capacity and often people must be turned away.

Every Saturday afternoon, entertainments are given for the school children. An admission fee of one cent is charged. These receipts are used to defray the cost of the moving picture reels, operator, door keeper, chaperon and musician. The large attendances have made two entertainments an afternoon necessary, one for boys and one for girls. Three films are shown at each entertainment. The remainder of the program consists of a short stereopticon lecture on some industrial, historical or geographical topic, storytelling, dramatic numbers by the juvenile dramatic clubs, and other numbers which appeal to children.

Over two hundred dollars has been spent for slides on geographical and historical topics. The children of the neighboring schools are given a special invitation to attend these entertainments when the stereopticon or moving picture numbers pertain

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to any particular topic which they are studying. In this way the center becomes an aid or an auxiliary to the regular school work.

This spring, by a unanimous vote of the school board, the assembly halls of all schools were experimentally opened for political meetings during the municipal campaign. The results were such that the school board has again opened its assembly halls for political meetings during the coming state and nation campaign.

Thus you see that the assembly halls, as a rule the most expensive but least used rooms of our schools, are virtually in use every evening of the week, housing athletic games, gymnasium classes, dances, neighborhood entertainments, children's moving picture entertainments, or political meetings.

Basements of schools are partitioned off into rooms and made pleasant by whitewashing the walls, painting the cement floors, and brilliantly lighting with electricity. Where not enough basement rooms are available class rooms are used. Desks are screwed in threes to wooden strips or runners, making it easy to slide them into the corridor so that the room can be used for any activity desired—be it dancing, sewing or debating. One of these rooms is then used as a library or reading room taking the place of the costly library branches so common in many cities. These rooms have in my estimation a greater future than the isolated library branches. The patrons of a library as a rule are readers. Rarely does an individual—a non-reader—drop in to make a survey or to satisfy his curiosity. He knows that it contains books, magazines and newspapers. If he wishes to read, he is welcome to come in. But the participation by an individual in his favorite pastime other than reading in a building containing library features will make it easy to bring him to the reading room if wisely managed by those in charge. The books are furnished by the public library. The librarian tries to cooperate with the regular day school in directing the reading of the children along historical, geographical and literary lines. The public school library branch has virtually become a fixed policy with the Milwaukee Public Library Board. Certain periods are set aside for storytelling. With the cooperation of the Public Museum courses are given in birds, Indian life, minerals. Every library is furnished with a phonograph. The School Board has purchased \$500 of records. An effort is made to acquaint the children with the great musical artists, composers, and compositions, the different kinds of musical instruments, the different musical combinations—duets, trios, quartets, in short,

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the object of the course is to create a love, understanding, and appreciation of good music. Books and periodicals in the prevailing foreign language of the neighborhood are provided. Evening schools being run in conjunction with these centers, these foreign books become a strong magnet to the library.

One room is equipped with three pool tables. Since no boys under sixteen are admitted, the frequenters of this room are usually boys already expert in this most fascinating game. If they do not know the game, is it not advisable to let them learn it in a wholesome environment, particularly at the age when they crave to do things and to go to places not quite approved of by their elders? Saturation at this age may eliminate a future desire. These pool rooms are generally crowded—so crowded that one principal recently asked me for bleachers! Our pool tables are the connecting link between the neighborhood gangs and the center. The person in charge is generally a young man who has shown leadership of the boys of the neighborhood.

Another room has an equipment of the minor games such as dominoes, checkers, various card games, parchesi, odd pins and the like. To maintain interest bi-weekly center tournaments and monthly inter-center tournaments in the various games of this room are held.

A fifth room has its lights and windows protected by screens. It is here that the boys and girls work off some of their superfluous energy in the low-organized games—games requiring little skill and team work but much energy. This room has been nicknamed the "roughhouse room." A short participation in the games of this room relieves even the toughest boy of his superfluous energy and transforms him into a peaceable citizen, making it an easy proposition for those in charge to direct this now docile creature to the other activities of the center.

A sixth room is fitted up as a club room for organizations such as science clubs, boy scouts, camp fire girls, athletic clubs, mothers' clubs, newsboys' clubs, afternoon and evening sewing classes, millinery classes, and many other similar activities. I hope this room may some day be used as a smoking room for the men. It may then partially displace that most social clubroom—the saloon. This room together with the corridors which are equipped with settees and arm chairs, will afford a meeting place for men to come together and discuss informally the social, business, and economic questions of the day.

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A seventh room is fitted up with shower baths and lockers. Often men and women who know of the existence of a natatorium do not avail themselves of its privileges but if brought into close contact with the shower baths while taking part in other activities, they follow the crowd. A large Turkish towel and a small bar of soap are furnished at a cent each—enough to pay for the wear and tear and laundering of the towel and the cost of the soap.

The spacious kindergarten room is used for the adult glee clubs, dramatic clubs, orchestras, bands and civic clubs which may meet in the building. Young people of talent—literary, dramatic, musical—can make rapid progress in their particular lines if banded together and meeting with those similarly endowed. Many organizations of this sort have been taken from meeting places not conducive to the best of morals.

Another room is used as a wardrobe. Every person entering a center is directed to this room by the door keeper. Here outer wraps and hats are checked without charge. Relieving a person of his outer garments in this manner has a tendency to make him feel more at home and to induce him to prolong his evening visit.

In the same building are conducted evening classes in English for foreigners. One center had an attendance of three hundred such students. Naturalization classes are also conducted. Milwaukee contains hundreds of men who have not taken out their second papers and who dread the ordeal of the examination required. They welcome the opportunity of being instructed in the lines of elementary history and civics. These evening classes serve as a nucleus for the organization of various clubs.

Elementary school children are not admitted to the centers in the evening. This rule is the result of public opinion that children of this age belong around the family hearth in the evening. I have learned to welcome the dictates of this sentiment, for experience has shown me that the little boy drives out the older boy and the adult. Two afternoons a week from 4 to 6 o'clock are set aside for school boys and two afternoons for school girls.

The afternoon classes are divided into four classes according to age. They are shifted from one room to another every thirty minutes to give them a chance to spend an equal period in each of the four main activities of the afternoon centers. As club activities arise in the different groups, one or more of these main activities are dropped for the particular days and thus almost

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mechanically a good attendance is obtained at the club activity without disarranging the center program. Each group is also given a stated time to go to the shower baths.

At the end of the social center season, each center holds a closing banquet for all the members of its organized activities. This year a total of over three thousand sat down at the various banquet boards on Saturday evening, April 29th. Addresses were made by prominent citizens, numbers were rendered by the center dramatic, literary, and musical clubs. The evening closed with dancing.

This year the dramatic clubs and musical organizations united in two grand concerts—twenty-four organizations, composed of 491 persons, participating. The combined audiences numbered eighteen hundred.

Too often young people go to ruin because of parents' implicit faith in them and readiness to believe their accounts of where they spend their evenings and the kinds of recreation offered them. To prevent young people from using the social center as a dodger, cards are issued to those whose parents demand them, upon which the doorkeeper writes the director's name, the name of the young man or woman who is asking for it, the date, the hour of his or her arrival and the hour of leaving. Thus any parent may know the exact whereabouts of his son or daughter. This is freely advertised in the newspapers and is mentioned to the parents at all entertainments.

In this paper I have tried to tell you briefly the plan and the administration of the Milwaukee social centers and how Milwaukee is economizing in the conducting of municipal recreation by using buildings already at its command.

A CHRISTMAS PARADOX

THE most *liberal* Christmas givers are generally the most *selfish* Christmas givers. They have so many things to buy that their shopping often is not finished before the very end of the season.

And yet—

Every gift bought in Christmas Week entails hardship upon the army of bundle wrappers, cash clerks and delivery men, as well as upon the salespeople behind the counter.

To these people Christmas represents a season of fearful overwork, put upon them by thoughtless buyers who in their generous gift-giving forget the real spirit of

"Peace on Earth, Goodwill Toward Men"

WON'T you make a special effort this year to complete your Christmas shopping before December 15th.

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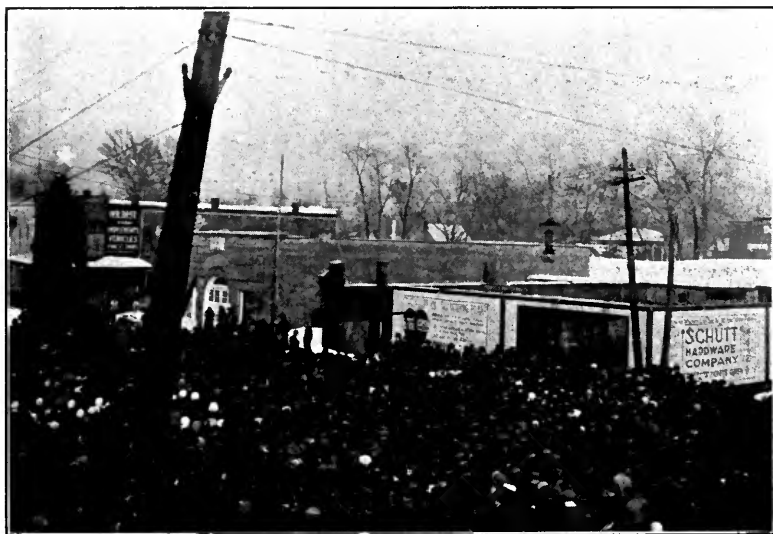
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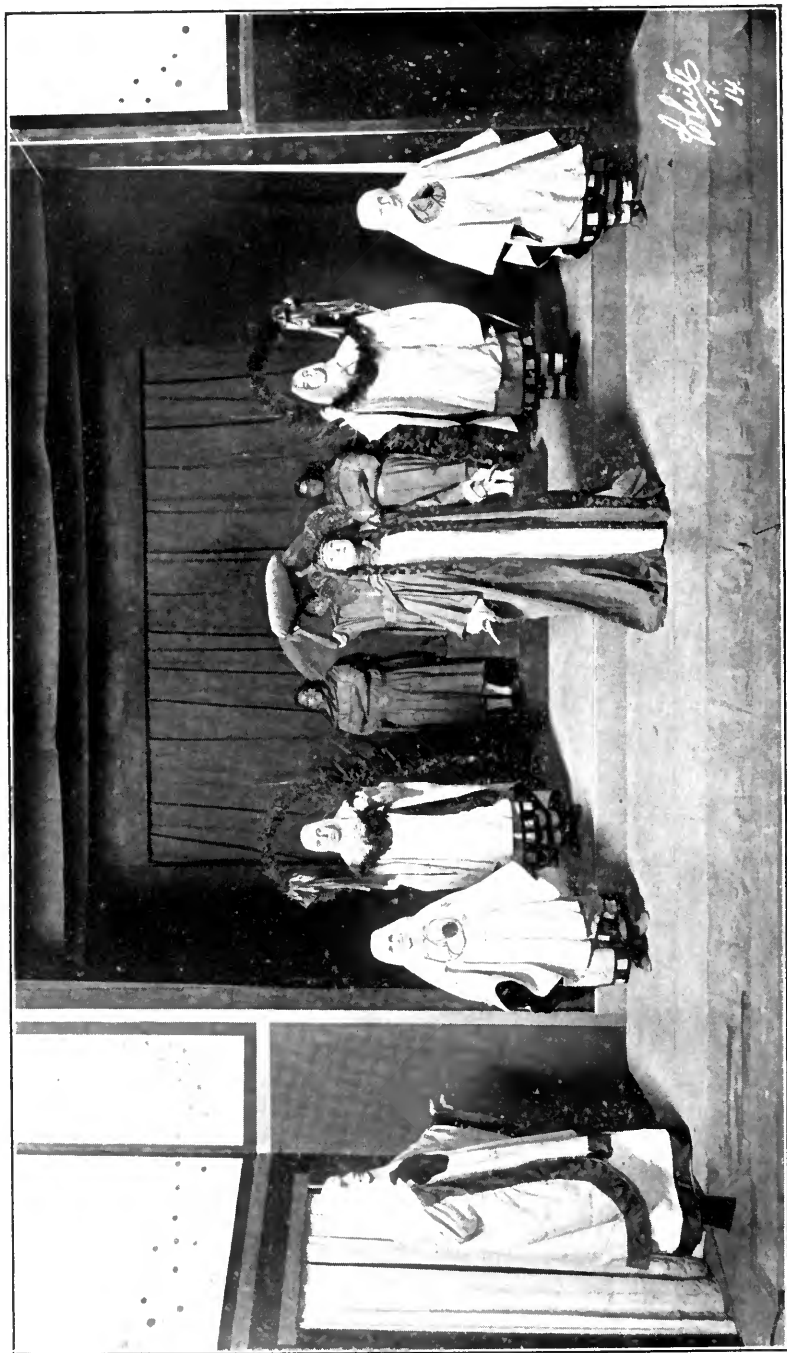
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American City
Community Christmas Decorations in Penn Square, Reading, Pennsylvania

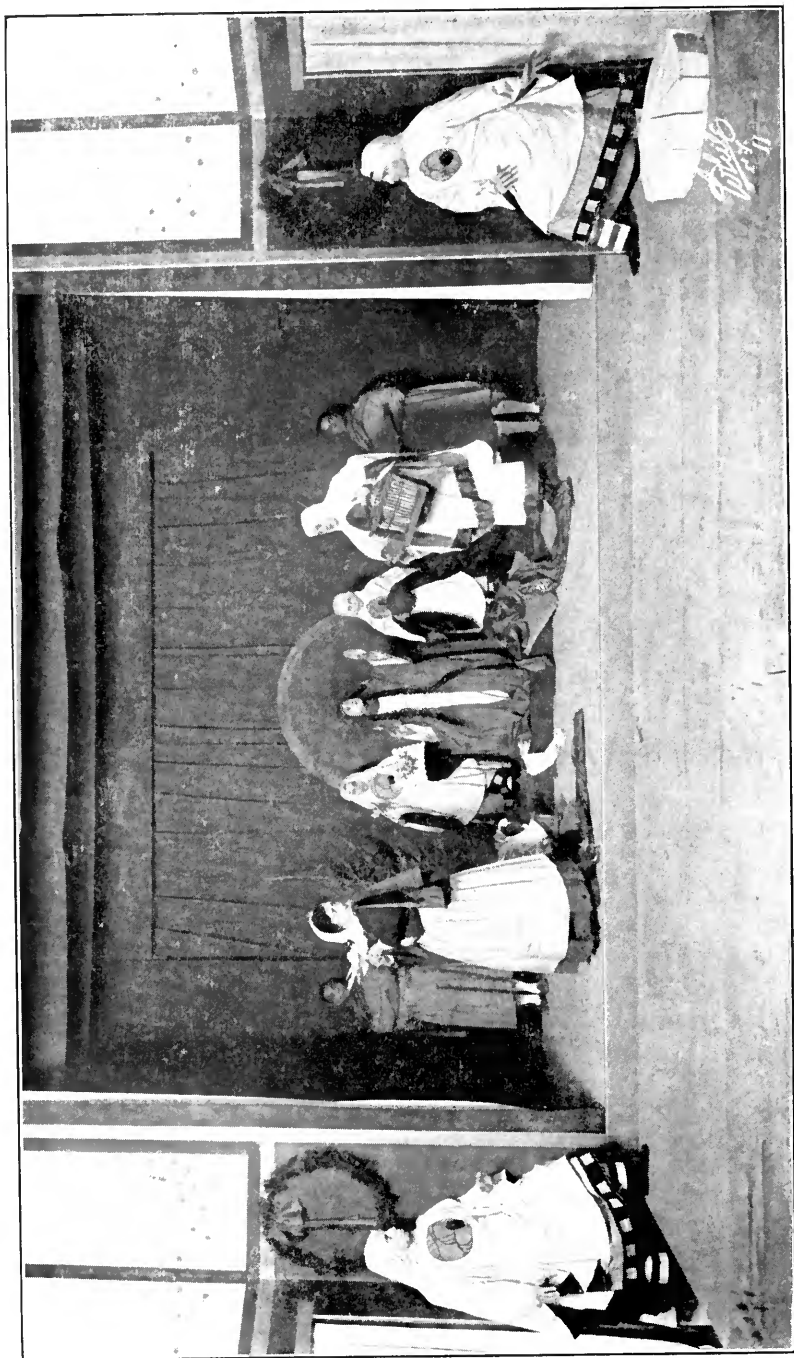


American City
Community Christmas Tree, 1915
Litchfield, Illinois

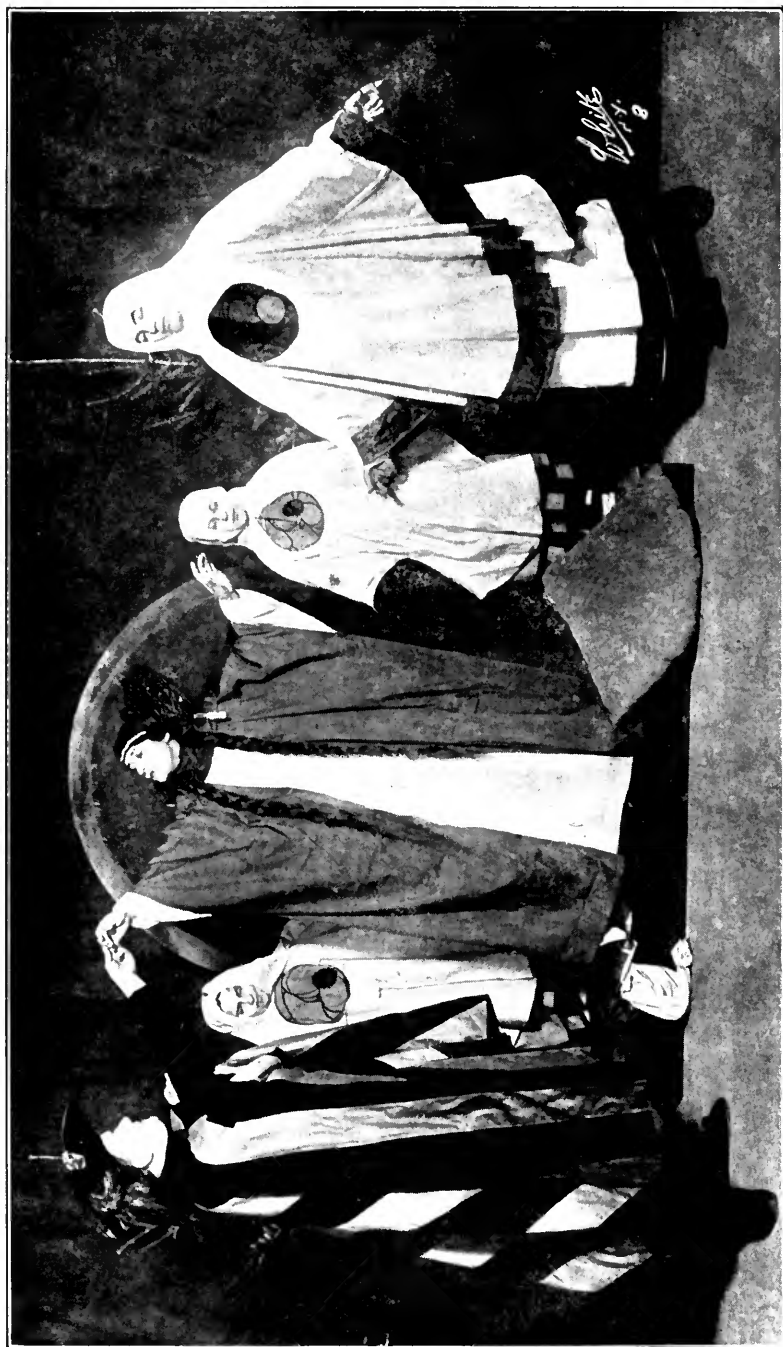


THE PORTMANTEAU THEATRE—The Emerald Queen and Attendants

Scene from "The Seven Gifts," A Christmas Fantasy



THE PORTMANTEAU THEATRE— The Humble Woman Refuses to Let Her Bird Be Caged
 Scene from "The Seven Gifts," A Christmas Fantasy



THE PORTMANTEAU THEATRE—The Strolling Player Escorts the Queen from the Throne
Scene from "The Seven Gifts," A Christmas Fantasy

BOOK REVIEWS

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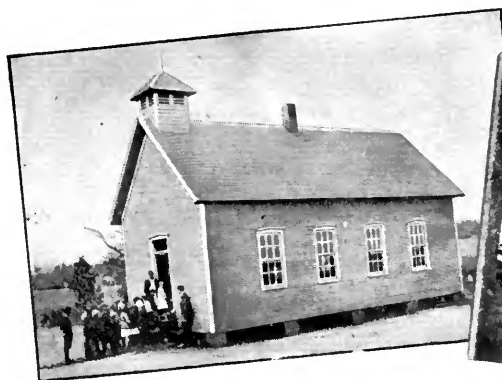


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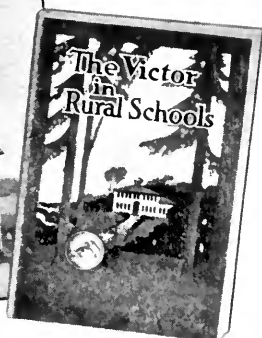
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Omaha Recreation Board

CITY CHAMPION OF 1916 PUSHMOBILE RACES (See page 393)

THE WORLD AT PLAY

A Telegram to the Recreation Congress.*—To Recreation Congress:—Pity cannot come and thank good Americans for their help in my agreeable mission in America to study physical education wish that Recreation Congress may bring great help to children of all world and to those of my dear Fatherland Russia send cordial greetings to members of Congress Representative of Department of Physical Development in Russia.

John C. Levteef.

A Governor's Opinion of the Congress Program.—Governor Ferris, of Michigan, wrote of the program for the Recreation Congress held in Grand Rapids, Michigan, October 2-6, "This is one of the most remarkable programs that I ever had occasion to read." Governor Ferris' own contribution to the program appears on another page of THE PLAYGROUND.

Congress Flowers.—Most of the flowers used at the Recreation Congress banquet at Grand Rapids, Michigan, October 4th, were furnished from a Grand Rapids school garden. The children and those who have given so much time to the

children's gardens would be delighted if they could know how much the delegates appreciated these flowers.

Play Demonstration.—E. C. Lindemann, State Club Leader in the Cooperative Extension Work of the Michigan Agricultural College, has been working recently in the Upper Peninsula of Michigan. At Crystal Falls, 1,450 children were taught twelve games.

Second Bequest.—The Playground and Recreation Association of America has received a second bequest. One thousand dollars comes through the will of Emil C. Bondy, of New York City. The first bequest, of five thousand dollars, received by the Association was from Lucy Tudor Hillyer, of Hartford, Connecticut.

Block Parties.—A miniature county fair, a neighborhood lawn party, a modest Mardi Gras—such is a "block party." It is the effort of the city to shake off city ways and city inhibitions and be neighborly. Usually a committee calls on the residents of the block asking for small donations to cover the cost of the band and the dancing platform. All are urged to decorate their houses. Usually not much urging is

* Mr. Levteef is in America studying recreation and physical education as a representative of the Russian Government.

THE WORLD AT PLAY

necessary after someone starts. Games and races in the street, booths to display fine cookery or needlework, a costume parade, an ice cream tent, a short program of speeches, readings, and music—and for days all the block wears the sunshiny smile which indicates a pleasant pride in “our folks.”

Safer to Keep Playgrounds Open.—During the epidemic of poliomyelitis last summer, a number of cities closed their playgrounds at first and later, because of widespread protest, opened them again. The general opinion, both lay and professional, seemed to be that children were safer on the playground, with sun and air and leadership. Mayor Mitchell's special committee of experts, with Dr. Simon Flexner as chairman, reported that it was advisable to open and extend playground facilities for New York children rather than to close them.

Playgrounds Popular in Raleigh.—Constructive play in Raleigh, North Carolina, increased the attendance by over fifty persons a day. Basketry, sewing, weaving, wood-working occupied two periods each day, drawing both children and adults. How the recreation system aims to provide for every resident of the city is in-

dicated by the supervisor's report of the activities of the past summer: Baseball and basket ball for the boys; basket ball and volley ball for the girls, quiet games and guessing games for the warm hours of the day, running, jumping and the various contesting games for both boys and girls, quoits and horseshoes, tennis for children and adults, checkers and chess, puzzles for the smaller children, swings and hammocks for others, basketry, weaving, sewing for girls and boys, woodworking for boys, a sand bin with shovels and buckets for the very little children, indoor play space for rainy days, circulating library, story hour, hikes and tramps through the woods, Boy Scout activities, Camp Fire Girl activities, camping out over night, two band concerts and several picnics.

The Girls Had a Good Time Too.—Describing a rural community Fourth of July at Kirksville, Missouri, at which much of the entertainment was provided by a country band, Dr. A. E. Winship writes, in “Rural Manhood”: “One vital feature in this, socially and morally, is that the girls had a good time, a genuinely glorious good time, because their school and neighborhood boy

THE WORLD AT PLAY

chums were with them. When country boys go to town for all 'occasions' it not only demoralizes the boys, but it leaves country life very stupid for the girls; and as soon as they are old enough to get a job in store or mill or factory, they too go to the city. Having no home, no comfortable boarding-place, and no parlor where they can entertain a young man, they walk the streets and let the 'fellows' take them to the only places available for a social visiting hour.

"The country band is, therefore, one of the best phases of rural life because it does keep the boys at home for practice, does give the community a chance to drop in for rehearsal, and keeps the boys at home when there is any celebration.

"That Fourth of July at the Porter Rural School was a glorious demonstration of what a live rural school can do when it is the center for community affairs for young people.

"It is easy for little people to enjoy the country, and it is easy, too, for older people; but it is exceedingly difficult to make the country attractive for young people from fourteen to twenty-four. I saw the solution at the Porter School on the Fourth of July, 1915."

Why Do They Choose the Street.—A writer in a New York paper, remarking numbers of children playing on the street near public playgrounds, raises the question whether the following conditions have any connection with that situation: (1) "The footing of fine gravel, disagreeable to walk on, disastrous to footgear, and likely to cause ugly bruises when children fall down (2) The insufficiency of smaller equipment such as handballs, baseballs, tennis balls (3) The insufficient number of supervisors on each playground (4) The lack of medical inspection."

Relieving Monotony for Pioneers.—The late James J. Hill backed a company of players whose dramatic art was displayed before construction gangs building the great new road across the continent—one of the first attempts at industrial recreation.

Railway Shops Baseball Pennant.—The Chamber of Commerce of Altoona, Pennsylvania, presents a beautiful flag to the pennant winners of the baseball league of the Pennsylvania Railway Shops. A community garden has also been started by the Chamber of Commerce.

THE GRAND RAPIDS PLAY CONGRESS

Municipal Recreation for Municipal Employees.—Through the interest of one zealous executive in one of the municipal departments of the City of New York, an hour for folk and social dancing in the winter and an hour for swimming in the summer is provided for women employees in the municipal building. Cooperation from many departments was secured to make the hour from five to six a real delight and benefit to the girls—

so much so that the young men later also sought municipal recreation facilities and found them.

Chester County School Bulletin.—Volume one, number one, contains full information regarding the county play festival held at the West Chester Normal School in May. Rules and regulations for literary and athletic contests and for agricultural club contests are given.

THE GRAND RAPIDS PLAY CONGRESS

Otto T. Mallery, Member Board of Directors, Playground and Recreation Association of America, Philadelphia, Pa.

Any one who has a soft spot for a circus or a religious revival would be well pleased with the Grand Rapids Play Congress of our National Association. There were three rings going at the same time, and sometimes five. On Tuesday morning five speakers began to talk at the same time, fortunately in different places. There was little pause until Friday night. Three or more separate luncheons were held each day. By an amicable arrangement some spoke while others nourished themselves sufficiently to take up the discussion when the previous speaker took up the fork. Four dinner parties were necessary to pick up the fragments left over from luncheon. The evenings afforded the rank and file a rest from our labors while the high lights turned their brilliant shafts loose and enlightened us all with their greater inspiration.

It is a great achievement to give a thousand different workers and thinkers each what he or she has come to receive. It is equally difficult to give each what he doesn't know he wants. Municipal officials from Chicago do not want what the twenty-five pretty play leaders from Detroit want. Yet a dance may be good for them. The United States Agricultural Department experts thought they

THE GRAND RAPIDS PLAY CONGRESS

needed cooperation, but found so much cooperation offered that at the end they needed sleep. Everyone had a different conception of the forces at work in America than he had when he arrived. Everyone was right. The knowledge of the other fellow's line of work and point of view, the survey of broad lines of progress, the repetition of the same social problems in different states, in radically different communities, all combined to strengthen the social forces at work in America today. The spirit of team play and of mass enthusiasm struck fire everywhere.

Among all the able men and women present our field secretaries were conspicuous. They are diplomats of the new school. They overlook not even the humblest. They make the little old lady from nowhere feel herself a person of consequence. The municipal official is handled with the political glad hand he likes. The university men find the field secretaries men of their own type. The play leaders look up to them with respect, and also look at them on the level as one of themselves. If the country were combed under conscription for field secretaries the present staff could not be improved. There is no lost motion. There is real efficiency. The funds of this Association are well invested in the personality and character of our field secretaries. In bringing American towns and city officials in contact with them, their ideals and their practical common sense, our Association is preaching a personified gospel of right living and clean thinking.

These field secretaries lead the lives of commercial travellers. They bump the bumps. Their beds are not always clean. Evenings in a hash of small towns, apart from one's natural companions, are worse than dull. They must submit to much they dislike in order to achieve what they consider their larger purpose. They are always giving out, and often far from the fountains of re-invigoration.

The grand banquet was an exhibition of their power and personality. Each man and woman spoke, won the audience, and made his or her point. The casual listener recognized their loyalty to one another as a loyalty to the same life purpose. Yet they were light in hand, gay and good company. After several hours of listening and singing the six hundred banqueters were still fresh enough to play children's games, dance until the orchestra departed, and then dance some more.

This Congress may have been expensive, doubtless was a great drain upon the energies of all the officers of the Association, but it

TAKING PLAY SERIOUSLY

strengthened the will and brightened the prospect of every visitor from every clime.

TAKING PLAY SERIOUSLY*

Julia C. Lathrop, Chief, Children's Bureau, Washington, D. C.

This Recreation Congress is a cheering sign of the times, and we certainly need to make the most of cheering signs just now. It is a sign that this nation is beginning to take play seriously, to realize that provision for recreation is a necessary item of public expenditure, and that it is neither a luxury for a choice minority nor a sop to an ignorant rabble.

The Greeks did not take play seriously when the active games were for the choice minority who lived upon a great slave population. Nor did the Romans take play seriously when an upper class kept a populace in leash with "corn and games." Play is taken seriously only when it is taken as a part of the life of a people, when it is seen to be a right which the state must safeguard for everyone.

Slow Realization of the Dignity of Leisure

We are coming slowly enough to a sense of the dignity of leisure and to the realization that it is no more possible for us individually to control all the conditions of leisure than to control all the conditions of work. This matter of controlling conditions is a very complicated one, and the recreation movement has made progress because its leaders have realized the network of industrial and social and civic relationships involved and have kept steadily working to make the necessity of public provision for play emerge clearly from the confusion.

Sometimes we like to say that the use people make of their leisure is the sure test of their real taste and inclination. But how that test fails when there is no freedom in the use of leisure! Whoever has lived in immigrant neighborhoods in any of our towns has a realizing sense of the helplessness of immigrants in the use of leisure. These newly-arrived citizens may have work and wages, but that fact does not help them out of working hours. There may be factory inspection and an eight-hour day and compensation for injury, and yet no safeguarding of the innocency of their free time.

The Pitiful Fate of the Foreigner Who Tries to Play

Because we are more accustomed to pictures of the dreariness of the immigrant colonies in the great cities, I shall quote from a study

* Address given at Recreation Congress, Grand Rapids, Michigan, October 2-6, 1916

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made by the Children's Bureau in a small town. I know the foreign quarter of this town, dull, unlovely, the saloon its brightest haven, the women overworked, the crowded tenements filled with a procession of day and night lodgers. In this town "the line between the natives and foreigners is very sharply drawn," we are told. "The native population as a rule knows scarcely anything about the foreigners, except what appears in the newspapers about misdemeanors committed in foreign sections. The report of the Immigration Commission comments 'on the attitude of the police department toward foreigners *** with regard to Sunday desecration,' and states that 'the Croatians are accustomed to spend Sunday in singing, drinking and noisy demonstrations. The police have been instructed to show no leniency on account of ignorance of the municipal regulations, and without any attempt at explaining the laws, they arrest the offenders in large numbers.' Again, it states: 'They are arrested more often for crimes that make them a nuisance to the native population than for mere infractions of the law ***. Few arrests are made for immorality among foreigners.' 'Sabbath desecration' is the crime foreigners are most frequently charged with.

"Foreigners are employed largely in the less skilled occupations of the steel mills, which operate twenty-four hours a day, seven days a week. At the time the investigation was made some of the men in the steel mills worked for a period of two weeks on a night shift of fourteen hours, then two weeks on a day shift of ten hours, and back again to the night shift of fourteen hours for another two weeks, and so on. When shifts were changed, one group of men was required to work throughout a period of twenty-four hours instead of for the usual ten or fourteen hour period and another group had twenty-four hours off duty. Some departments of the steel mills, however, shut down on Sundays, and in some departments for certain occupations an eight-hour day prevails, but these more favorable conditions do not prevail among the majority of the unskilled foreign workers whose homes were visited.

"The foreigners who work on a twenty-four hour shift in a mill on one Sunday frequently 'desecrate' their alternate free Sabbath by 'singing, drinking, and noisy demonstrations,' in spite of the known danger of arrest for 'crimes that make them a nuisance to the native population' or for 'Sabbath desecration', laws concerning which are strictly enforced in———; for example, children are not permitted to play in public playgrounds on Sunday and mercantile

TAKING PLAY SERIOUSLY

establishments are required to be closed on that day. Also, it is 'unlawful for any person or persons to deliver ice cream, or to sell or deliver milk from wagon or by person carrying same, within the city on the Sabbath day, commonly called Sunday, after twelve o'clock noon.' "

Can you imagine the bewilderment of these hard working men arrested for "singing, drinking, and noisy demonstrations" on their free Sunday? Is it not by a strange straining at gnats and swallowing of camels that the law has so long seen desecration in their acts and no desecration in the working Sunday of twenty-four hours?

Never more than now has the problem presented itself of families hurriedly gathered together because of the development of new industries, drawn by some sudden demand, allured by high wages, only to find themselves entirely without the power to secure decent living conditions. There is good reason to believe that there are many such communities at present, composed largely of immigrants, where all the gentler arts of life are in abeyance.

In the *Institution Quarterly* published by the Public Charity Service of Illinois, June 30, 1916, is hidden a vivid description of one of these little communities. Dr. Zeller, alienist of the State Board of Administration went to "the mushroom town" or Silvis, in Rock Island County, on the trail of a reported case of leprosy. He had heard that the patient was living in a box car somewhere about the great shops of the Rock Island Railroad there.

"I proceeded," he writes, "as far as an automobile could go, then walked quite a distance along the tracks, passed over a viaduct, went by numerous shops and factories and finally came upon a rude collection of improvised huts inhabited by a colony of Mexicans. *** The squalor and wretchedness of the surroundings can not be adequately described.

"Here were a dozen old box cars sitting flat upon the ground, scarcely a window and sometimes only a cinder floor. No sanitation, no sewerage, with the clang of the shops, the shrieking whistles and the roar of the passing trains precluding the thought of rest; yet here were ten families with no less than thirty children of all ages.

"The nearest school is miles away, and to reach it twenty railroad tracks must be crossed. There is no place for a garden, no flowers and no playground.

"These shacks are upon the right-of-way of the railroad company, and there are a hundred such communities in Illinois. These

TAKING PLAY SERIOUSLY

men are able-bodied and are drawing good pay. The appearance of the huts indicated that they have been inhabited a long time and will continue so as long as the corporation tolerates them."

Rural Isolation Brings Its Toll

But the play question is not one of the immigrant alone, nor of modern industrial communities. I need not tell you that a certain rural isolation is quite as deadening. Just now the Children's Bureau is making studies of child and maternity welfare in a remote southern district, and our agent writes, "In house after house we find women who have not been to town for six, eight, and ten years, (or, as they put it, 'not since I was married.')

Nor is this rural isolation a sectional question. A Minnesota superintendent tells of an old farmer who left his wife a patient in the hospital for the insane, saying sadly, "I do not know where she could have caught it. She has not been off the farm for ten years."

Yet these extreme instances suggest only the fringes of our great question. They may serve to whet our attention for study of the main issue, the big real thing, the question of recreation for a hundred million people a third of whom are children under sixteen. There are babies whose business is play, children whose business should be school and whose leisure should be filled with play which aids their development as truly as their books. In this third of our population must be counted those who work in the play time or the school time of the others, and for them the problem of recreation is not solved until the problem of undue toil is first solved.

Nor must we forget that three-fifths of all our people, three-fifths of all our children, still live in rural communities, in towns of 2500 people or less. Here we find the forlorn little colony of Mexicans, here are unnumbered other little industrial communities, and here, within this three-fifths of our population, is the whole gamut of country life from greatest poverty and isolation to the highest standards of community life.

Example of Kansas

Just now the State of Kansas offers a delightful instance of growth in the general understanding of the value of recreation as a public asset. You have doubtless heard in this congress of the \$1,000 prize offered by Governor Stubbs and his wife last year to the Kansas town which could prove itself to be the best town in the state in which to bring up children. The competition was limited to cities between 15,000 and 2,000 in population; 43 competed, and the prize went to Winfield, a city of 8,000. This year a similar

TAKING PLAY SERIOUSLY

competition is under way for cities of the third class, incorporated towns and villages of less than 2,000. Another cheering sign is that this stimulating civic work is under the auspices of the state university.

But the part of special interest to us now is that the Recreation Congress may claim as within its province the larger proportion of the six points on which the awards are based. The first, opportunities for play and athletics, belongs clearly to the province of this Congress. The second, school, sometimes seems to be creeping in. The third, social and recreational facilities, is obviously ours. The fourth, physical and normal safeguards, is plainly tributary to the first three. The fifth, the activities of child-fostering clubs and societies, must be also tributary, and the sixth, attendance at Sunday School, is in a category whose relation to the others I leave the audience to determine.

Everybody's City Fails to Set an Example

Kansas will be doing a country-wide service in working out types of recreation in the towns engaging in her competitions. Indeed just now we need everywhere examples of good, all-round civic equipment for recreation. Is it not proper that we should look to the one city in which we all have a share, whose taxes we all help pay, to furnish us a model? Washington began to rise from the Potomac flats before apartment houses and tenements and the general confusion of "modern conveniences" had put to rout all preconceived notions of the mechanical structure of a town and before we had been forced to our present ideals of community life. Otherwise L'Enfant would have included in his noble plan play spaces for school children, quiet corners for mother and babies, public baths and swimming places, hockey-fields and golf links, baseball diamonds and football fields. Now all these and other items must be added in order to make the Washington of our day worthy of being Everybody's City.

Of late our complacent satisfaction in the beauty of our national Capital has had severe shocks. First it was suddenly realized that many of the vast blocks of the original city embraced alleys which had become filled with miserable, overcrowded houses in which people lived quite as helpless to change their housing conditions as are the Mexicans in the box cars on the right-of-way. Now the doom of these alleys and their houses is sealed, and a few years will see the last of them. Already an era of sanitary building has begun.

Although the beautification of Washington in accordance with

TAKING PLAY SERIOUSLY

L'Enfant's plans goes forward apace, and within our day we shall see a city girdled with really marvelous park areas; in the matter of play facilities the development of Washington halts. It halts to a degree that we realize only when we compare it with other cities of the same population and discover that it comes near the end of the list. A careful study has been made of late of the population of Washington and its recreation needs. This, it is hoped, will serve as a basis for securing from Congress the necessary play spaces and equipment.

Whose Concern Is It? Is it not particularly fitting that the Recreation Congress should take an active interest in securing for Washington the recreational equipment which it needs, so that it may serve as a proud model of a city which provides generously and wisely the recreational facilities for all its people of every age and condition?

As many of you know, Washington offers an individual problem because the United States Government controls the land from building line to building line, and in the "old city" of Washington an extraordinary amount of the city surface, a little more than half, is laid out in a series of beautiful residential avenues, but all play or gathering upon these streets is illegal, and there are long rows of figures to show the numbers of children brought into the juvenile court because of street play. While these beautiful shaded streets are particularly tempting, they are also doubly dangerous and unsuitable since the advent of motor vehicles. There is nothing for it but very large expenditures for play spaces in the District. The growth of tenement and apartment houses has left even the well-to-do dependent upon the public streets and squares for airing places for mothers and children and the need is very great of accessible spaces where nurses and mothers can sit comfortably with little children without breaking the law against congregating on the streets.

After all, what the recreational movement seeks to express is the need of a balanced ration at the table of life. If a third of the day is for toil and a third for sleep, that other third which is for conscious refreshment is surely our most precious possession. Its use is to be studied with a due sense of proportion, and when Kipling wrote the little verses which he entitled the *Legend of Evil* I take it that he meant to imply in the language of a recreational congress that life was neither all play nor all work, but that there was a happy balance to be observed, the lack of which has given

TAKING PLAY SERIOUSLY

rise to the double tragedy of thoughtless idleness on the one side and thoughtless toil on the other. You know his picture:—

This is the sorrowful story
Told when the twilight fails
And the monkeys walk together
Holding each other's tails.

"Our fathers lived in the forest,
Foolish people were they,
They went down to the cornland
To teach the farmers to play.

"Our fathers frisked in the millet,
Our fathers skipped in the wheat,
Our fathers hung from the branches,
Our fathers danced in the street.

"Then came the terrible farmers,
Nothing of play they knew,
Only . . . they caught our fathers
And set them to labour too!

"Set them to work in the cornland
With ploughs and sickles and flails,
Put them in mud-walled prisons
And—cut off their beautiful tails!

"Now, we can watch our fathers,
Sullen and bowed and old,
Stooping over the millet,
Sharing the silly mould.

"Driving a foolish furrow,
Mending a muddy yoke,
Sleeping in mud-walled prisons,
Steeping their food in smoke.

"We may not speak to our fathers,
For if the farmers knew
They would come up to the forest
And set us to labour too!"

WORK OF THE YOUNG MEN'S CHRISTIAN ASSOCIATION

Here is the great contrast which the recreation congress is trying to bridge. We do not want that irresponsible play of the Bandarlog, nor the thoughtless work of the fathers. We are hunting for a balance rather. We want life which is rich and full of work,— hard work, but not all work. I think it is beyond the imagination of this generation, possessed by the notion of machinery, to see how a great deal of the work can be anything but dull and monotonous. We should have such rich, abundant pleasure that there shall be opportunity for recreation in constructive ways to balance the dullness of the working life. Perhaps those generations that are coming will see some other way out. At the present time we must have leisure to make life worth living.

THE WORK OF THE YOUNG MEN'S CHRISTIAN ASSOCIATION IN PROMOTING PLAY AND ATHLETICS IN FOREIGN COUNTRIES*

George J. Fisher, M. D., M. P. E., Secretary Physical Department
International Committee of Young Men's Christian
Association, New York

The story of the progress of play and recreation in foreign lands reads like a romance. It is simply marvelous, the way some of the old world countries are taking hold of American games and sports. I shall speak only of China, Japan, the Philippines, of India and South America, and review a movement that is truly remarkable as it has been reported to me by those who have been engaged in the work there. I wish this congress might have been held late in the spring of 1917, so that right out of the experiences of a visit which I am to make to these countries I might have told you the story as an eye witness.

**American Games
World-Wide in
Adaptability** The first thing we have discovered is that American games and athletics are world-wide in their adaptability. China welcomes them with open arms; the Philippines want them without any reservation; South America is adopting the American type of playgrounds. We have a big mission to these countries that are so great and so much older than our own.

Another thing that surprises one is that as nations they have

*Address given at Recreation Congress, Grand Rapids, Michigan, October 2-6, 1916.

no national games unless you might call cock fighting and bull fighting and the jiu-jitsu national games. They are not recreative in the sense that baseball is in America or cricket in England. These people are ready to receive games, that they may put into their national life the things which our games have put into ours. They all like the American games and sports; they do not take quite so kindly to gymnastics. There are two really international games, and they are volley ball and indoor baseball. Around the world you can plant them anywhere and they immediately become interesting to the nations. I am glad this is true, because these are peculiarly games that anyone can play, the skilled or the unskilled, the old and the young, and they are equally popular with both sexes. I am told that more volley ball nets and balls are sold in the Philippines in a year than in the United States. The other day when the Far Eastern Games were celebrated in Shanghai, the Philippines sent two teams of girls to demonstrate volley ball. It stirred the old country from end to end,—to think of girls playing strenuous games like that. Yuan-Shi-Ki gave an audience to the girls and expressed to them the hope that the game would be adopted by the girls of China. He was nearly startled out of his wits when the Filipino girls at the close of his address gave a lusty American yell.

Cues and Long Finger Nails Make Way for American Games Take China, that most wonderful of countries. It was as late as 1908 when the first trained physical director went to that country. There were college athletes working in government schools before that, but he was the first trained physical director to be sent out. He equipped the first gymnasium in Shanghai, made the first plea for playgrounds, and one day gave an exhibition of gymnastics by Chinese. The people were greatly stirred and requested that the exhibition be repeated. At this second exhibition many people of influence and high standing were present. Shortly after the physical director was asked to organize an athletic meet for the Province of Nanking and as a result American athletics became widespread in their influence.

What have the games done for China? No longer do the young men of the *literati* let their nails grow three and four inches long, because if they do they cannot use them in football. No longer do those young men say, "We will not go in the games unless we can win." They have overcome that spirit and have learned that to go into the game and try hard and to lose is no disgrace. Further-

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more, athletics has had a very vital effect in making changes in ancient customs. In an important athletic meet a young man was trying to break the record in the pole vault, but as he went over his cue caught and pulled down the bar. The next morning the young man appeared without any cue. A newspaper editorial, in commenting upon the games, said if Chinese young men were to take their places with American athletes, such customs as the wearing of cues must pass away. That was the first thing that brought about the doing away with the traditional custom of wearing the cue. The Chinese are skilled in the use of the feet. They play a game resembling shuttlecock with their heels, at which they have become very skilled. They take readily to all games in which running and the use of the feet are important factors. They will soon be the most skillful soccer football players in the world, and I should not be surprised if in a few years they excel the Americans in this game.

We sent a man to the Philippines six years ago. He was Elwood S. Brown of Salt Lake City, a man of vision and of leadership. He interested Governor Forbes and Bishop Brent in his efforts to introduce play into the schools and into the islands and soon had everybody playing volley ball. Here practically savages play the American games. The authorities in the Philippines are now stampeded with appeals for play directors and are obliged to meet the problem of training workers. This man had a wonderful vision,—the vision of the far eastern countries uniting in a great athletic congress. And that vision was realized when not long ago China and Japan sent their athletes to Manila for what was then called the Far Eastern Olympic Games. China sent forty men and to the surprise of all won first and second places in the Decathlon, an all-round event. China was enthusiastic over the results and invited the second of these great international games to Shanghai. One hundred and fifty thousand people witnessed these games, China winning most points. As a result of these games tremendous interest has been aroused in physical education throughout China. There are on the seas tonight three physical directors being sent out to supplement the seven that are there now. They are to have playgrounds in every city of one province by special order. They are calling for men from this country to take the leadership of the games of an empire. The greatest openings in the realm of physical education are out there where men think in terms of provinces and of whole countries. This is a great contribution for America to make.

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Japan Ready to Beat America at Her Own Game

Japan has taken enthusiastically to tennis and baseball at which her people have become very expert. In fact the United States has had to struggle hard the past summer to keep the national championship in tennis from going to Japan. America will not be able to retain with customary ease her leadership in athletics as these countries develop. Jiu-jitsu is very strong in Japan and has held back the adoption of other games and sports. In 1917 the Far Eastern Games will be held in Tokio. This will very likely prove a great stimulus to the adoption of a more complete program of sports. Take India, that nation of caste, that ascetic nation that presents so many opportunities for the study of physical conditions, as many people there have never tasted meat. About six years ago we sent a man out as a combination Young Men's Christian Association and government physical director. King George, after his visit there at the time of the coronation, said that one of the things that must be done in India was to provide better physical education. Such a proclamation meant a good deal to this man and he capitalized it. He visited all the government schools and the government appropriated \$300,000 for work along the lines of his recommendations, and now he has come back for seven other men, and we are asked to furnish these great governmental schools with men who are making possible the rejuvenation physically of these old civilizations and putting into their life power and activity which will help India to rise to a much larger place in international affairs. A normal school for native teachers of all castes has been established, so that the one thing that seems to be able to break down caste is play, just as caste breaks down in England through play. Play is the thing that will solve some of these most acute and apparently unsolvable problems of the relations of men and of nations to each other. What is happening in India is prophetic of what is happening in other nations.

Wide-Spread Interest in South America

Then there is South America. We have physical education established in Rio, in Buenos Ayers, and in Montevideo. You are going to hear at this Congress one of the young men among the play leaders of Montevideo, Mr. Samuel G. Ybargoyen, speak to you in his own tongue on the work there. A man was sent as a Young Men's Christian Association physical director to Montevideo but he did so well that the government later employed him, first on part time and then for all his time. Now he has induced the government to send one of its own young men to this country for training.

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A national commission is promoting playgrounds on a large scale—another indication that American play is welcome in the countries of Latin America.

Notwithstanding the fact that our immediate neighbor to the south of us has not been in agreement with us on some points, nevertheless in the city of Mexico the Young Men's Christian Association membership has actually increased in the physical department among the young men in the last year or two. The magic of play, the lure of athletics, the idea of fair play, prevail over national prejudices, and in my judgment play makes for international fellowship and understanding, as indicated in the facts I have given you tonight.

There was in this country this year Marquis dePolignac one of the founders of the college of athletics and physical education in France, who is planning a system of physical education based on play activities. He built a stadium at Rheims. It has been destroyed, but he says that makes no difference, "We shall have a new stadium, and France will have her national play." This indicates the growing interest in France.

I had hoped to have with me here Mr. John Levteef, a gentleman from Russia, who, under the auspices of the government, is studying our playgrounds. He has just heard that in his country a commissioner of physical education has been appointed, an indication of the new emphasis that is being put on physical education in Russia.

A Merciful Mission in the Detention Camps

We have been interested in the great world conflict. In Canada last summer there were forty physical directors sent to our summer schools. This summer not one appeared. They were all in the concentration camps, or following the troops on the other side, directing the athletics of the men at the front. The reports of their work are inspiring, showing that play brings the soldiers new spirit, puts new heart into them even as they await the call to action. Again, athletics and play taking their place in the great affairs of life! A friend of mine has just returned from what I believe to be the darkest places in the world just now, namely the prison camps of Europe, where there are over five millions of men in sordid captivity, some of these camps containing as many as 65,000 men, one reaching 75,000. Imagine the dull, monotonous, nerve racking, mind-depressing effect of this captivity. I am told that in one of these camps as many as eighty English officers lost their minds

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Into these camps among all the belligerent nations save Turkey we sent our Young Men's Christian Association secretaries who among other activities have introduced play, have organized teams, and great orchestras. In one great prison camp a thousand men formed an orchestra led by one of the great geniuses of the world. This introduction of the play spirit is revitalizing and saving many. Play again has demonstrated its beneficent influences.

Are there people in America who can still say that it is foolish for a great body like this to come together to talk about play. Is it foolish for a great congress to meet with reference to promoting the play spirit! Play makes people happy, puts music into their souls, teaches people the art of working together, makes for international understanding. When play does these things, it is the kind of thing that has a great place in the national life, and is worthy of international promotion and in conclusion may I say that perhaps some day the world's battles will not be fought with cannon and shells but on the athletic field. May God hasten the day.

COMMUNITY MUSIC AND THE SPIRIT OF DEMOCRACY*

Peter W. Dykema, University of Wisconsin, Madison,
Wisconsin

There is a significant relationship between the terms in the topic that has been assigned to me. Music in a way is the symbol, if not indeed the synonym, of democracy. The essence of democracy is fellowship and brotherhood. That which allows music to exist is the social element. One cannot think of music that exists alone. In the realm of performance, no artist such as Paderewski or Elman or Sembrich could continue to perform if there were no audience to listen. Moreover, it is impossible to conceive of a composer who would write music except with the idea of having it heard by someone other than himself. Performer and composer draw their inspiration largely, if not entirely, from that audience real or imaginary, who are to listen when the work is presented. So we may with truth say that any piece of music requires for its complete realization three persons at least, the composer, the performer,

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and the listener, in other words, fulfills the first necessity of a democracy, namely, a social organization.

Music Requires Sympathy and Cooperation of Three Persons Moreover, music requires for its adequate production a spirit of sympathy and co-operation in these three persons. No performer can do justice to any composition with which he is not in sympathy, and every artist frankly acknowledges his dependence upon his audience for his best work. The audience which greets artists and composer most warmly is the one that will receive the most from them. This spirit of inter-dependence is brought out even more strongly when we consider any concerted piece of music, that requiring the presence of more than a single performer. A band or orchestra, a glee club or chorus must, in order to give their best, exemplify that attribute of a successful democracy,—individuals working for the good of the whole, each putting himself forward or withdrawing into the background according to the specifications of the complete work.

Music probably better than any other one of the arts is capable of giving life and expression to a democracy. First of all, it allows a greater number to participate at one time in the producing of it. Dancing, literature, drama, painting and sculpture, allow in decreasing numbers the simultaneous production of an art work by numbers of people. But even dancing which may involve more than any of the other arts, can count its participants only by scores, while music will include hundreds. What, like music, can unite 5, 10, 20, 30,000 or more people in the production of a great art work at one time? What art, like music, can so sweetly and simply enforce the necessity for unified harmonious cooperation as can the singing of even a simple song by a great group of people? The essence of democracy is fellowship. Music is an ideal expression of this same conception. Not only does it enable greater numbers to participate, but they may do so with greater ease than in any other art.

Music May Portray the Unity of All Life Music shares with all the other arts that function which indeed is what gave them their birth, namely, the suggestion, if not the portraying of the unity of all life. Man in the midst of troubles and difficulties, with but a short span of existence in which to observe and contemplate the whole problem of being, is unable to see himself and his life as a part of the great whole, and is consequently unable to understand many of the trials which beset all.

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No single life expresses the whole of existence, no single experience can compass it all. It has been the function of the arts from time immemorial to summon the aid of imagination, and to express in a painting, a statue, a poem, a song, or whatever the art form may be, the complete whole which it is forbidden any one individual to realize in himself. The wonder of music is that taking those common things about us, sounds, it combines them and after a time produces not merely other sounds or a succession of them, but a vision. Back of all the simple pleasures which music gives to the commonest man and woman among us, is undoubtedly this soothing and at the same time, stimulating suggestion of a unified whole which the hand of the great artist can make on earth and which the Supreme Artist is making of all existence. Music more than any of the arts gives opportunity to the great mass of people in a democracy to express even if but dumbly, that feeling of a completed circle in the face of the many broken arcs of the disappointments of life.

With the multitude of musical endeavors about us, it is difficult to see the unity that exists between them and to evaluate them properly. The whole subject of community music is rather nebulous, although the term itself is now constantly heard. Possibly we can, by a simple division, clarify our vision somewhat. Let us take that classification suggested by our great apostle of democracy, Abraham Lincoln, in his Gettysburg address; let us consider (1) Music for the people; (2) Music of the people; and (3) Music by the people.

Music for the People

The term "music for the people" shall include all material which is intended primarily for the people to hear rather than to produce.

It is music which makes of the people as a whole an audience rather than a body of performers. Great attention has been paid to this phase of music and enormous sums have been expended, and still we have not gone to the heart of the matter. The providing of concerts and musical entertainments has been too largely a commercial and unsupervised procedure. As a result, the entertainment or recreation side has received undue emphasis and the educative and spiritual aspect has been almost neglected. Music is too largely considered as merely an idle pastime. Audiences have been trained to come to concerts almost solely for the purpose of passing away time in an agreeable manner. Now, this view of music is certainly not wholly erroneous, but it is quite as certainly

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not wholly correct. Music is an excellent type of recreation, but it is more. Any piece of work that represents the labor and the expressions of a great artist is more than a pastime. It is also, potentially at least, a source of inspiration and spiritual upbuilding. This conception is one that is sadly undeveloped in our American concert programs and audiences. America as a whole is scarcely out of the childhood or even savage period of music appreciation. If we were to construct a scale of development based upon the study of the growth of normal children from year to year or of races of people as they exemplify developments from barbarism and savagery to modern civilized man, an unprejudiced investigator might probably with truth say that the American people as a whole are not more than ten years old in their preferences for the music they care to hear. They have no better taste and no higher desires in this matter than we find in an ordinarily well-developed child of ten years. If you want proof of this, consider the programs that are played at most band concerts, at most popular orchestral programs in the vaudeville and musical comedy theatres and the types of songs that are found in music stores and department houses; and finally, the sales of the phonograph and the piano player records. A large proportion of the adults have just about the same tastes as a noisy boy of ten displays. We are fond of saying that children of this age are little more than well-developed savages, and we are not very far from the truth when we say that that is what the usual American audience is.

Is it not curious that in this country of ours we have given so much attention to the external conditions which shall surround us and so little to the condition of our minds and spirits? We all approve of the government taking over the control of the water which we shall drink, the air which we shall breathe, the streets in which we shall walk, the heights of buildings which shall greet our eyes, and even the kind of language that we shall hear spoken. But we have done very little regarding the music which we shall hear—that influence which is so potent in deciding how we shall feel and consequently how we shall think about matters of friendship, honesty, courage, love—in fact, all the moral qualities. Song and instrumental music express in effect all of these emotions and still as a nation, we do nothing regarding them. The libraries throughout the country make out elaborate lists of books on all the topics which are good for us to read. No one seems to hesitate at being told what are the best books and papers and periodicals. Even

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though thousands of people still continue to read the Sunday newspapers and the trashy magazines, it is not because there have not been abundant statements as to the danger lurking in this material. Lists and denunciations will not do everything, but they will at least serve as a guide for those few but important people who are anxious to do the right thing. What guides are there regarding the music that we should hear? There is a national board and there are many state and city boards of censorship for moving pictures. Is there anything that corresponds to it in music? Is it because the things that enter our ears and touch our emotions so deeply are less important than those things which enter through our eyes and our other senses? It is time that we realize the potentiality for mass education that lies in noble music, that we realize how attractive programs can be made of beautiful and good music which will send people out of the audience room with new courage, new joy, new inspiration. Here and there throughout the country a few states and already a goodly number of cities have realized that the providing of fine emotional food for the people is a proper function of the municipality. The latest example that has come to my attention is the formation in Baltimore of a municipal orchestra financed by the city.

Music of the People

Our second point concerns music of the people. By this we mean music that is produced by individuals or groups; not the professional musicians, but those amateurs and lovers of music from the groups of the people themselves—the quartets, the glee clubs, the choruses, the chamber music devotees, the orchestras and bands which, with the performers drawn from the people whose main interests in life are not musical, appear far too rarely in this country of ours. Is this because the people do not care for music? No. Rather is it because they have not received the training which makes them capable of producing. If our people as a whole are but healthy savages who are but ten years old from the point of view of the music they care to hear, they are but half that age, barbarians in fact, when measured according to the spread of the ability to perform music. Go out into the street and ask the first fifty people whom you meet about their ability to sing music at sight or to play upon a musical instrument, and you will agree with me that they have about as much ability as the ordinary husky cannibal in the remote portions of Africa or Australia. Moreover, the average person takes it quite as a matter of course that he should be in this

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barbaric state. With absolute naiveté he will state that he does not expect to be a professional musician, therefore why should he be able to do anything in music? Do you believe that I am making an extreme comparison when I say that this is as if he were to say he does not expect to be a milliner or a tailor and therefore he cannot distinguish red from brown and tell whether scarlet and pink would make a good combination for a necktie; or that he does not expect to be a carpenter and therefore he does not know which end of the nail to pound upon if he wishes to fasten a board to the wall? In my opinion it is quite as necessary for the average man or woman to be equipped with a certain amount of the technique of the performance of music as it is for him to be able to read or even to work at a trade. Every normal man and woman should be able to sing easily his part in a quartet and to play upon some musical instrument.

Do not think this is a wild statement, a mere vision that is incapable of realization. We have had this condition before in the history of certain nations. Study Shakespeare and the history of his time if you wish to have a conception of the spread of musical ability among the common people. Our nation is far below what England and doubtless other countries were three or four centuries ago. But we are on the up-grade. Unfortunate as our condition is today, it is not so bad as it was fifty or more years ago. Already our public schools have shown that it is possible to teach practically every child to sing so well that as an adult he may carry his part in a simple quartet. Even the rural schools, which have been most backward in this work, are striving to approach the ideal that every child when he leaves the school shall be able to read and reproduce his part in a song as easily as he does printed words. In some of the more favored localities in our country, a great movement along instrumental lines is showing us what we may expect of a great mass of people in another quarter century. Starting with the violin, classes have been formed enrolling thousands of children who are learning to play this instrument sufficiently well so that orchestras in the grade schools are becoming too numerous to count. Orchestras in the high schools are assuming the proportions of symphony organizations, and already the graduates from this instruction are being banded together into community orchestras composed of amateurs and semi-professionals. In New York City there are 10,000 children learning to play the violin under the supervision of the public schools, although each child pays his ten or fifteen cents.

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for his own lesson. In Boston and Cincinnati, in Minneapolis, Des Moines, and St. Louis, in Oakland, in Los Angeles, in literally scores of places, the same movement is under way. Ere long, as it should be, it will be a common ordinary taken-for-granted thing for people to play an instrument which can be used in a band or an orchestra. From this movement there will come not only much more general participation of the people in the production of music, but there will come a heightened appreciation of music in every form, not the least of which will be a tremendous growth in the quality of concerts which will be given for the people.

Music by the People

There still remains to be considered the important division of music by the people as a whole. All of us are included in the first heading; since we are all listeners to music, a few now, but an ever-increasing number will be included in the group of those selected performers who produce music of the people, but all of us besides being listeners and occasional performers on some instrument, should be frequent and regular performers of such simple music as singing in a great chorus. And even the great movement in the schools which is making our children ready to become those adults who can read and perform vocal music readily and which gives promise of a large number of instrumental performers in the future, there are twenty-five years of comparative sterility ahead of us and there is moreover the great mass of adults who are not going to be children again and who are not going to have this opportunity of school training. What are we going to do with these thousands and thousands of adults? Are they to remain what our American people as a whole undoubtedly are, quite dumb and helpless so far as artistic expression is concerned? The great democratic surge in music known as community music thunders forth a mighty *No* and demands that even now opportunity shall be given for all people at least to sing. All over the country great masses of people are being given the opportunity of singing, and from them a mighty paean of liberated, joyous, emotional outburst is rising to the skies. In Central Park, New York, throughout the summer on Sunday afternoons, crowds of as many as 10,000, led by a great-souled, enthusiastic prophet of song with a noble orchestra assisting, have known the simple but almost forgotten pleasure of singing together. In hundreds of places, with numbers varying from a score to many thousands, this same performance has been repeated. The keynote of it all has been that while there is a place and an important

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place for the trained performer in music, there is something which any one can do without training. The fundamental tenet is that he who can speak or shout, can, provided the singing group be large enough, also join in singing. The community chorus differs from the choral society in that it has no tests for entrance and expects no individual proficiency in music. It believes that in any given large group of people, the mixture of musical powers will be sufficient to produce music that is beautiful and worthy of the people.

The epoch making point of view in all this is not merely that music is being utilized more than ever before in this or the century preceding it, but that the pent-up almost dumb emotional nature of the great mass of people is being given an opportunity to pour forth. Do you realize what it means constantly to take in and never to give out? It means eventually the loss of the power of assimilation. Every time we express an idea, we have strengthened the hold of that idea upon us. The longer we fail to express it, the weaker does it become in us. He who gives is the one who has; he who keeps is the one who has not. Let a man hear beautiful music and never do anything to clinch in action the emotional effect that it has had upon him and you will find a man who will become less and less susceptible to the appeal of music. The community music idea, the community sing, says: If we wish to have our people remain tender and susceptible to the finer things in life, we must give them an opportunity to express them in some art form.

Community Music This community music movement is not
Not Merely merely a new type of entertainment, a new
Entertainment vaudeville act or stunt; it is not to be passed
by as a trifling amusement. Any group of people who having sung together, feel merely that they have had a few moments of pleasant converse and nothing more, have not received all that the community music leader has in mind. By all means let us have the pleasant times together. Recreation, pure and simple, is a thoroughly desirable part of life; but the art of music used for this alone, has been, if not debased, at least but half used. Some of the world's best thinkers, most sensitive souls, and most vigorous patriots, have expressed their noblest emotions in music. Even in songs which great groups of people can sing, there is much of this high content which is waiting for interpretation and realization by the community chorus. The leader must be able to touch the great fundamental emotions of life; must be able to lead his singers to see that they have in song the opportunity of expressing some of their

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innermost feelings and must make the singing of the chorus pulsate with this great emotional throb.

What May the Community Chorus Sing?

The material to be used for this community singing must ever turn to that great fountain of inspiration and help that is known to all people and that expresses their myriad moods, the folk song. But we may also dare to go to the work of the great master musicians for at least some of our songs. A few far-seeing leaders have realized this and with great groups of people, untrained singers, have produced remarkable results with choruses that heretofore had been the undisputed property of special groups of trained singers in oratorio and opera societies. There is no reason why almost any group of people with an adequate accompaniment should not sing such lofty works as the *Soldiers' Chorus* from *Faust*, the *Lost Chord*, *Send Out Thy Light*, and even the *Pilgrims' Chorus* from Wagner's *Tannhäuser*. Any group of people singing together offers a most remarkable example of mutual helpfulness and compensation. The roughness in one voice is taken up by the lack of virility in another; the tendency to sharp in one is offset by the tendency to flat in another so that we find that any large group of people singing invariably produces a magnificent tone which is almost in tune. Let the forces of a democracy unite in the production of an art work, and the best that is in each will be brought to the surface.

To summarize then, music offers unparalleled and largely undeveloped opportunities for expressing, creating, and developing the spirit of democracy. We need to plan much more carefully and consider ever so much more seriously the problem of providing music for the people to hear. We need to set before us an ideal of much more general participation in semi-skilled production of music, vocal and instrumental. And finally, we need to believe that every man and every woman as well as every child, should be given frequent opportunity for joining in mass singing. In twenty-five years, we are going to see great changes in the music of this country, but in the meantime, savages though we are, undeveloped and barbaric regarding the things we like to hear in music, children, almost babes in arms in regard to our ability to play musical instruments, the community music leader raises his hands in benediction over us all and says: "Come, my erring, misguided children, join in the singing of simple songs and be led into the light."

THE AIM AND SCOPE OF THE RECREATION MOVEMENT*

J. R. Richards, Superintendent of Playgrounds, South Park Commission, Chicago, Illinois

Walter Bagehot in his "Physics and Politics" comments upon the extant races that seem incapable of taking another forward step. Arrested racial development is the way he accounts for the status of the Abdaman Islanders and the savages of Terra del Fuego. The tendency of society to remain fixed is remarked by most students of social progress. "No doubt," the same author says, "history shows that most nations are stationary now; but it affords reason to think that all nations once advanced."

The science of ethnology has probably established the fact that the immeasurable period of the existence of mankind has been spent, almost entirely, in savagery and barbarism. The length of time which the human species has been on earth is variously conjectured, at from one hundred to five hundred thousand years. Man advanced through the period of savagery by securing better means of subsistence; fish, cooking by fire; the bow and arrow larder, and he finally came into barbarism by inventing the art of pottery. The travail through barbarism was accomplished by the domestication of animals, the cultivation of grain, the invention of smelting iron ore, and ultimately the untold ages of groping yielded the promise of knowledge and guidance through the invention of the phonetic alphabet and the use of writing. This last stride brought man into civilization.

A Way of Communicating and Recording Thought Ushered in Civilization

Each step indicated in this brief enumeration, took centuries of time and the authorities from Huxley to Morgan make these inventions and discoveries distinctive epochs in the ascent of man. The invention that brings man over the threshold of civilization, however, is significant, for it does not touch, directly, the elementary needs; it is not a new process or way to get food, or shelter or protection from the animal world; it is a way of communicating thought and recording it. It is likely that five thousand years or more have elapsed since this development and it is quite as likely that epoch-making advances have been made since and will be made by mankind in the future.

Perhaps ethnological students will sometime agree that all

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distinct advances of the outposts in ancient and modern civilized periods, have been developments of the processes of communicating thought and leaving records of thought, for future generations. It may not be assuming too much at this time to venture the suggestion that the invention of an adequate and efficient means of communicating and recording knowledge was the second step made by man since civilization began. This was the invention and the perfection of the art of printing. As time is handled by scientists the whole period from movable blocks to linotype machines will ultimately be encompassed by the short description "the invention of printing and printing machinery", just as we say, "the invention of the phonetic alphabet and writing."

Next Great Step in Teaching Accumulated Knowledge A third step came with the development of an institution for teaching the things that the new inventions accumulated and preserved.

Teaching was done in the pre-civilization periods, of course, but schools did not exist. Education, as a school or institutional function, has been a slow growth, as were all the advances, and the slow progress of education from an individual matter to an institutional work and ultimately to a governmental responsibility, has consumed centuries and has probably been firmly established and accepted only in the last century. This conception of educational responsibility is by no means universal today, even in the United States.

The development of an institution for teaching ideas, the growth of the art of teaching and the incorporation by the government of this function as one of its responsibilities constitute this third step along the great white way. A multitude of inventions and discoveries are enumerated when listing the accomplishment of the modern world, but they are of vast importance only in so far as they facilitate communication, in one way or another, and enable a record to be made of the goings and comings and things thought and done.

What Is the Next Step?

The *trail* of man is of great importance and tells us much, but perhaps it is not futile to spend some time on the *trend*. What is going to be the next step in the development of the human race? The whole process of civilization seems to be one of education, and development seems to come from spreading throughout the masses of mankind self-control, intelligence, social justice. If we can find an agency or an institution which is doing this, we may discover

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the ganglion that can excite the motor apparatus of humanity to move again.

It is said that there never has been a period since civilization began, when men and women did not live who knew a better social order than exists today. Extant records bear witness to the truth of this statement for the last three thousand years of our history. The advance has been slow, not for want of knowledge, but for the lack of teaching this knowledge and spreading the truth.

Education from time immemorial has been conducted by institutions and to have a chance to know the truth has been a privilege and not a right. The individual must have had the time and means to go to the institution and there partake. This he could do only when others provided for him. The period of education became fixed as the period of youth. Learning was a process that ceased long before maturity. Educational institutions were juvenile institutions and are too much so today.

There is an old superstition to the effect that learning is easier in youth than in maturity. This is true with men who never were taught in their youth and whose faculties were allowed to atrophy; for the individual who has made learning a part of his daily life, it is not true. There is no spirit of youth in the person whose play instincts are allowed to atrophy in youth, but the instinct does not die with youth in a normal being. Mental growth does not stop with the going of adolescence if it has obtained vigor during that period.

New Aspirations for the Use of Leisure

Education is possible all through life and the hope of the species lies in the spread of this truth. The development of extension courses, continuation schools, educational agencies in the general and state governments, night schools, country institutes, correspondence schools, educational departments in industries, settlements, recreation centers, Young Men's Christian Associations and once in a while even at a church, are all indications of the growth of the concept that we may teach a man after he is twenty-one years old, and that the opportunity should be provided in his regular habitat.

Libraries are reaching out and going everywhere and are fitting into real life; lecture courses contain a few speakers of sense and are not all filled by magicians and bell-ringers.

A night school established in the mountains of Kentucky was attended by people of all ages, even up to seventy-five years.

With this spread of an institutional function to a general com-

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munity activity there has been a change in subject matter. Theory is displaced by applied knowledge and useful facts are on a par with anything else. In youth a man studies what is suggested or prurient fancy dictates. In maturity he studies the things he knows will help him and he does not need discipline or coercion to do it.

Recreation Makes Possible a Wise Use of Leisure The spread of knowledge is more important today than the discovery of new truths and the development of the machinery to do this will give humanity as great an impetus forward, as did any other new ways or discoveries, in the past.

Now here is where the recreational movement enters and picks up the ends of the agencies and connects them with the masses. Recreation is the proper use of leisure time and the institution that appeals to the wants of leisure, gets in touch with the people. To make the period an asset individually and civically, it must be developmental and therefore the recreational agency of a community must become the clearing house for all the truth spreading devices that have been mentioned. It is the institution to excite the ganglion.

Recreation in its scope must consider the whole community and have an objective so large and so definite that it gets every individual (who needs it) in touch with opportunities to maintain: (1) Health, (2) Build character, (3) Adjust and grow industrially, (4) Develop a civic conscience.

Recreational workers are never going to justify their claims to a new profession until they grasp the full meaning of the importance of the leisure hours of the people. The period that is the determining factor in a man's life is the leisure period. He cannot read while at work, he cannot study, he cannot get civic facts and concepts, he cannot play and he cannot develop social instincts while hovering over a machine.

Our industrial organization has given the masses the leisure to learn how to live and they never had it before. Congestion is not all bad, for it facilitates the work of spreading the knowledge of how to live better. It is perfectly possible to live decently and healthfully in the most congested areas on earth if all the sanitary and hygienic laws we know are carried out by the entire community. The masses are approximating the condition of the privileged classes of olden times, in their freedom from exhausting toil. They have the time to learn and laugh and know life. It never existed before and the workers who go out to deal with mankind in these marginal

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hours must realize that they are meeting them in the hours that have been won by the long travail of the ages and these hours are big with promise.

Education has been and is the emancipator of the masses. The growth of industrial and political liberty has kept pace with the spread of knowledge. It has been ignorance that sustained privilege, perpetuated race hatred and retained the old and rotten order of things. The present Kilkenny condition of Europe does not spell the falsity of this statement, it simply illustrates the fact that the masses have not been completely freed. Liberty *in the group* has not been of long enough duration to produce the *liberty of the groups* in their inter-relations.

Next Step Will Come because of More Leisure and Better Use of It The *fourth* step forward will come because of the growth of the leisure time period. *Time to go on* is necessary and this period has been provided. The conscious attempt on the part of the governing units, to adjust to this new thing, new opportunity, is the hopeful thing and the important thing.

Results are not going to come in a year or in ten years, but you can begin to see them to a slight degree in ten years or more of telling work. No one working with the social order of things should expect large results at once.

I heard a sociological minister from the west side of Chicago last year, speaking about the existing and possible neighborhood attacks upon our collective problems, say that there were only one or two spots on the west side where interest could be aroused; the north side was worse; the south side is the only part of the city where civic problems and community welfare have a forum and get a response. I asked him why this was so, and he replied, "Because of the South Parks' work in fieldhouses, club rooms, gymnasiums for the last ten or twelve years." There is much in Chicago's present life to suggest this statement.

The use of the leisure time of the people for their individual and collective betterment must be the objective of the recreational workers. The specific programs could be suggested, but they are different for different conditions.

The play of children is one and only one problem and it is a big one; the play needs of adolescents must be properly met and a program for adults worked out; all must be connected and woven into the social organism.

THE BUDGET*

Ira W. Jayne, Superintendent of Recreation, Recreation Commission, Detroit, Michigan

To plan and secure the budget is an essential, but frequently neglected part of the administration of a recreation system. The support which the budget receives is the measure of public confidence in the recreation program. Its reception is vital to the life of the movement everywhere, as well as locally.

The subject of budgets constitutes the selling end of the game. No matter how complete an organization we may have, and no matter how we may settle our theories as to how we may give the people an opportunity to use their leisure time, it is absolutely essential that we sell our product for the means with which to conduct this organization, if we are to continue to have it. The selling end of any business is a part of the recognized industrial and commercial organization of society under which we live. Since especially you recreation workers,—you professional recreation workers,—“will not conduct your work with volunteers,” it is essential that we get money enough to pay you as professionals. Then again, since an investigation of every one of the schemes whereby recreation is made self-supporting discloses the fact that it takes about nine dollars of the public's money to get the people to spend one dollar upon themselves, the self-support theory does not seem to obviate the necessity for funds.

Budgets are of two kinds. There is the budget of the playground association, which is philanthropically supported; and there is the budget of the public department of recreation, which is publicly supported.

The budget of the playground association requires passing mention, because the playground association has a legitimate part in developing playground systems. Usually they show the way. They should be careful that their budget is not so large and so adequate that they will want to continue administering the system. They should also be careful that their budget is so planned that it will hold the confidence of the giving public; that, in other words, it is business-like in getting to the business man who has money. It should be put out as a business proposition, as an investment in public welfare. It should follow the usual legitimate schemes of

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philanthropy, in raising the money. It should appeal to the big giver, because from him will come most of the money. It should appeal to the little giver, to build up the public sentiment and arouse the public feeling, which will later enable this privately-supported philanthropy to lay its burden on the public shoulders, where it belongs.

It Must Be Politic The budget of the publicly-supported, municipal department of recreation has several aspects essential to its success. First and all important, it must be politic. When the administration of recreation becomes a public function, it becomes a part of the great and fascinating American game of politics, and this must have passing mention in discussing the subject of budgets. This great and fascinating American game of politics consists in guessing what the majority of the people want, and guessing it first. It must be distinguished from statesmanship, because it can spend no time in convincing the people of what they ought to have, and you and I who are concerned with administering recreation departments, who are concerned in securing the wherewithal to administer these departments, must forego the pleasure of being missionaries, of being propagandists, of being statesmen.

On the other hand, this great and fascinating American game of politics must not be decried because confused with the practice of cheating the majority of people out of what they want by high-handed and low-minded methods. Political chicanery is not politics. Politics is a good game for those of us who believe in the fundamental principles of democracy, for those of us who are democrats at heart, and who believe that the playground is the last stamping ground of democracy. The recreation head must play the game of politics in his budget making by guessing what a majority of the people want to spend for recreation, and what for, and getting it for them. His success measures the confidence which the people have in his leadership, and in his interpretation of what they want.

Now, the real job for us as politicians, in interpreting what the people want, consists in convincing the other politicians that we really do voice the will of the people. It is not necessary longer to argue that they want playgrounds and recreation opportunities and facilities which they are willing to support at public expense. The problem now is to get over to the other politicians, who may be expressing equally legitimate and equally necessary wants of the

people, that this want for recreation cannot be ignored. If we do that we win, and we have an adequately supported recreation system.

But a politician, to be a successful politician, must continue to be a good guesser. If he guesses wrong often, he is no longer a politician. Therefore, we must go directly to the people,—not to convince them of what they want, but to get them to express their wants in such an emphatic way that the other politicians will hear the expression, To this end, the murmur of one man, back in an obscure precinct, who always votes, and who knows who his alderman is, speaks a thousand times louder than all the resolutions on community welfare passed by a women's club which meets on the main street; that is, in the states where the women pass resolutions only. The politician keeps his finger constantly on the public pulse, and to him the public pulse is the man who votes, and always votes. Go directly to him, then, this man who votes. Plant a few seeds there. The soil will be fertile, particularly if he has children on the playgrounds. That man's vote is worth more than all the resolutions of the civic organizations, the members of which do not know where their polling places are.

An illustration of this kind of man came to me when I was giving a talk one time at a men's club. A middle-aged man sat in the audience whom I soon picked out as one of the particular people whom I wished to convince that playgrounds were a good thing; but I felt that I was not making an impression on him. This man simply sat there and did not change his expression. After I got through, he came up and said: "Mr. Jayne, there are just three reasons why I am in favor of what you are trying to do. One is sixteen, one is twelve, and one is eight years old." That man is one of the men in his precinct who never fails to vote, and the alderman of that ward is one of the men in the city council whom we never have to worry about.

My point in this is to alter the point of view from which we have worked. The purpose of all the speeches we must make at all of the meetings of men's clubs and improvement organizations which we must visit, is not to try to convince them of something, but to get them to express their opinion, to get them to say what we all concede and what they will agree that they want. That is something we all of us do not do; we do not go quite that far. Our effort should be considered useless, unless it succeeds in compelling these individuals to express the public will; and if they do express it, the politicians will listen.

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Then, too, this same point of view should govern the use of the press. We have inherited with our very existence the fetish of the printed page. What we see in black and white must be right. "I saw it in the paper and it is so." A great many of us naturally believe what we read in the papers. The paper is an expression of public opinion. Now, of course, we should not try to corrupt the press, but we should see, and it is our legitimate duty to see, as every other movement should and does see, that our point of view is accurately expressed in the press. We should give much serious thought and time to the space which the papers are bound to give us, on one side or the other, and see that they get over our interpretation of what the people want for public recreation. If we doubt what the papers are doing, we should devote a special portion of our time, or use a special worker, to see that a legitimate interpretation of public recreation always appears in the public press of our community.

Then, too, whatever we do of a spectacular nature should always be used to help crystallize and interpret public opinion, so that it will express itself at the times when we need money to continue our work. Whenever we have a pageant or a children's day or a similar event,—whatever there is about it that can be used legitimately for crystallizing public opinion in regard to developing the recreational needs of the particular city in which we work, should be emphasized. I believe, if properly handled, that both the social and the "budget" ends of all our spectacular events can be coordinated; for politics, you know, is sentimental rather than logical; it is personal, individual and concrete.

It Must Be Conservative

Now, again, this budget to be politic must be conservative. As personifying the recreational need of the city, we must be safe and sane, if we are to hold the public confidence; and, as I said before, and it bears repetition, we must forego the pleasure of being missionaries and propagandists. We are administrators, and interpreters of the public will, and to command the public confidence we must be careful. We must not be high-handed, but high-minded, and not too enthusiastic about anything, because public opinion, especially in the matter of spending money, moves very slowly. The public has been fooled so many times in the matter and manner of spending its money that it has learned to be cautious and to safeguard by caution its slowness. We must be satisfied, if we are to convince the public that we have not a brand new scheme

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of separating their nickels from them in the way of taxation for useless ends,—we must be satisfied to move slowly.

Again, this budget, to be politic, must never be too all-inclusive. It must not antagonize other legitimate recreation activities and interests in the communities by trying to grab everything in sight. We should help and encourage every other activity which is endeavoring to furnish any form of recreation to the people or a portion of the people, and should get them to develop and retain what they have. We should not be too perfect, too systematic, too complete, because, you know, this plan, as I see it, is the answer to the calling of primitive nature's voices, and the discord of records, with their per capitas, their per diems, their time clocks, their reports and their budgets, is liable to still these voices of primitive nature.

It Must Be Specific, yet Elastic

Again, budgets to be politic must also be specific, exact, certain, yet elastic. You, as an interpreter of public opinion, of what the people want, must know exactly what you want. In your demands you should be specific. In the making of your budget, you should strive for elasticity; because who can tell, in so human a thing as a play program, what will be wanted a year hence?

Again, to be politic, this budget must work toward a distant goal. That's good crowd psychology, isn't it? You should have a definite plan in your mind of a five-year or a ten-year program of recreation for your city, and you should take the public into your confidence on this plan. They will come to see what it is and will come to believe it. It will become settled in their minds and all that will be left to be done will be the details of working it out.

Again, the budget to be politic must be honest, and the man who stands for it must be honest with himself and with the public. There is a usual practice in every city, in every department, of asking for a whole lot of things, and then trading off some of them for the appearance of economy. I think we should always be honest with the public. Ask for what we feel the public really ought to have and insist on it.

Again, the budget to be politic must be practical, common sense, every day; though it may not appeal to the extreme enthusiast, then neither will it furnish argument for the extreme opponent.

It Must Be Conciliatory

Again, the budget to be politic must be conciliatory. We are thrilled by the "valiant six hundred," but the men who carry through

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movements stay by them, fight for them, yet sometimes surrender for them, surrender all save honor. An unwillingness to do this has caused the failure of many budgets. In this connection, may I be pardoned for emphasizing this to women administrators? Woman is inclined to be too deadly right, too absolutely correct, all the time, to stand or fall by her whole program. She won't compromise.

Then there is the political phase of salaries in the budget. That interests all of us. Here is the part of the budget which the politician can always understand. It means more jobs, and he knows all about jobs. Unfortunately, the public understands this part of it, also, from his point of view. It has furnished the means of fooling them so often. The most essential part of the budget is the part which deals with the salaries, because whatever else we must give up, we must have the recreation workers and leaders, if we are to succeed. From the political standpoint it is also the most dangerous, because here the unsophisticated recreation politician frequently receives unasked political assistance from other experienced and selfish political leaders which will later prove most embarrassing. Only by unswerving fidelity to the principles of merit on the part of the superintendent and complete and conscientious service on the part of every member of the staff can your departments be saved.

Which leads me in conclusion to the part the staff must play in budget making. In a movement so new, one worker can furnish the arguments to the spokesman of that part of the populace who are trying to hide their selfish motives behind the "tottering old woman with a shawl who comes to pay her taxes," which he may use to defeat the whole recreation program. Careless supervision, unchecked rowdyism, toleration of vicious actions on a single playground, may cost the system thousands of dollars in its budget. Everyone must campaign all the time, from superintendent to volunteer.

We administrators succeed only as we interpret the will of the people in this recreation movement, the last and most vital experiment in democracy. To interpret that will successfully we must be politic, fair, specific, human, honest, foresighted, conciliatory, loyal and persistent.

BOYS' CLUBS IN CONNECTION WITH RECREATION CENTERS*

C. J. Atkinson, Executive Secretary Boys' Club Federation, New York City

The boy will be a problem as long as there are boys. If any organization specializing on work with boys has discovered the panacea for all the ills in the boys' world it is keeping it a profound secret. There are, however, some mighty good prescriptions. The Boys' Club Federation—which I represent—has been making a study and try-out of these, and has deliberately appropriated the best from each. It has retained the massed boys' club's economic simplicity and enthusiasm generated by numbers; it has copied many features of the boys' department of the Young Men's Christian Association, with its highly standardized methods; it has swallowed whole the boy scout program, with or without paraphernalia; it has urbanized the rural boys' clubs' industries and teachings; it has pre-empted the pre-vocational school idea; and has developed a system of self-government more democratic than the junior republic. In brief, it promotes the form of organization and adopts the activities that will meet the needs and fit into local conditions, using the term "boys' club" as a tag that can be attached to any parcel of boys made up regardless of race, creed or color.

The fact that several boys' clubs have been municipalized and made part of the recreation system of their respective cities, suggests the possibility of organizing clubs of the same order in the recreation centers of other cities. It has been demonstrated that boys' clubs as well as playgrounds reduce the number of boys haled to the juvenile court. It has also been found by actual computation that for every dollar spent in maintaining a boys' club the city was saved five dollars and fifty cents in maintaining law and order and punishing boy offenders,—to say nothing of saving boys to good citizenship. It is therefore good business for cities to establish and maintain boys' clubs, using public funds for the purpose, and if it does so they should be part of its recreation system.

I am quite well aware that most recreation centers have clubs for their boys already. There are baseball, basket ball, hockey

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and other clubs innumerable. What I advocate is the tying up of these clubs into a larger unit, one boys' club for each center with every boy enrolled, and a central organization in which all the recreation center boys' clubs of the city are federated. Among the advantages of this plan are:

1.—The securing of an enrollment of all the boys, with more or less personal data, will improve the keeping of records and the making of interesting deductions, as well as increasing the regularity of attendance and satisfying that desire to "belong to" something.

2.—The organizing of group activities may be passed over to the boys' club, where a number of older boys can be found as leaders. A sufficient variety can soon be introduced to meet the tastes of all: athletic teams, boy scout troops, literary activities, gardening, keeping of pets, making collections and a variety of vocational pursuits.

3.—The developing of a plan of self-government in which each center could be considered a state or province, with its own legislature, and the central organization a republic with its congress, or a dominion with its parliament. By this method the discipline of the boys will, in time, automatically take care of itself, and it will be found that the very boys who previously were a menace to the playground have become most efficient helpers. Citizenship can be effectually taught in no other way.

4.—A definitely planned boys' club will unify the work. It will allay the petty rivalries and rancorous feelings that arise between the smaller clubs and between centers—especially in athletic competitions. A common song and cheer for the city-wide recreation boys' club will often prove to be like oil on troubled waters.

But I am met with the objection that the majority of playgrounds are operated for the summer months only, and that the interest would be lost during the seven, eight or nine months' gap between seasons. Such an objection only emphasizes the need. Organize your boys' club and it will become such a necessity that it will not be allowed to lapse. The boys and the community will soon demand that a place be found where the boys can spend their spare time under favorable conditions during the long winter months. Thus the boys' club will become the forerunner of an all-year recreation system, the ideal of all playground promoters.

One question remains to be answered: Where does the Boys'

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Club Federation come in? It will enroll your boys' club, provide literature, visits from a field secretary, and the privilege of attending special boys' workers conferences, all free of charge. Address: One Madison Ave., New York City, Room 6043, next door to the head office of the Playground and Recreation Association of America.

THE STATE WORK OF THE PUBLIC ATHLETIC LEAGUE OF BALTIMORE*

William H. Burdick, M. D., Director of Public Athletic League
of Baltimore, Md.

The Mock Turtle says: "The easiest way to explain a thing is to do it." That is the case with athletics in Maryland today. We believe that we have taken a unique stand in seeing that athletics shall be a recognized factor in all the schools of that commonwealth. We started this movement before the great war in 1914.

Maryland, in establishing athletics, believed that the government should do more for the people than simply to govern them, so they appropriated \$4,000 to the Public Athletic League, to conduct athletics in the state.

A state senator, William M. Maloy, who had also been a runner in his college days, started the matter, and got the public press to take it up, with the suggestion that if athletics were introduced over the state, it would tend to disparage rivalries between small towns and counties and districts within the state. Ordinarily, the communities in the state had been very jealous of each other. Even in educational matters, they would insist that if a college were placed on an eastern shore, there should be one on the western shore. This senator had seen these petty difficulties, and having learned in his college days that the pleasure of games and sports breaks down prejudice, he worked out the scheme of trying athletics throughout the state. He worked hard and brought the matter to the attention of the legislature, and they appropriated the \$4,000. The appropriation was made on the condition that the Public Athletic League arrange a state athletic meet. They went first to the educational forces of the state.

Moral education is sought in different ways in different coun-

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tries: In Japan, by the worship of the Emperor; in France, by lessons and stories and biographies. In Maryland, we believe that by putting the boys and girls to test in all kinds of games and play, we are going to produce the qualities that would be most essential for the commonwealth.

Twenty-five County Athletic Meets

We had 2,400 schools, 90 per cent of which were rural, and our problem was to produce athletics for \$4,000. We had \$4,000 to run 25 meets, because Maryland is divided into 23 counties, and the city. What we attempted to do was to take the existing machinery. So we went to the State Board of Education, and to the county superintendents, and asked for cooperation. We had to sketch the theoretical side of the matter and get their approval. We found that all over Maryland they were having "educational rally days," and all the children of the county came to the county seat one day in the spring. They had a picnic, and some had had some types of races. We took that as the center for our attack, and asked that we be allowed to furnish the machinery to carry on athletics and games at these rally days. We offered to pay for a few medals on condition that they make it a state-wide movement. We arranged with a committee of county superintendents (appointed by the state superintendent) and the school authorities agreed with them, at their expense, to send the winners of the county meet to Baltimore. That is the gist of the whole movement. The county pays the bill, and we act as the hosts to every boy who will come.

We talked upon the subject at all the teachers' institutes. We sent a leader to any county wanting him. We toured the state of Maryland, with leaders who went from rural school to rural school. The next spring a letter was sent to every principal in the State of Maryland, with a sketch of the plan.

The development of the children was two-fold: physical and social. Badge tests were set up as an individual basis of work. The principal was sent instructions as to how to operate and conduct the first two events of the badge tests, and we conducted the third. The result was that the teachers tried to get the badges for their boys and the principals and the superintendents of counties became interested in the competition in which their counties were being played against each other. Every newspaper received material from time to time in regard to our proposition. We tried to get the local officials and the politicians of the state interested to act as officials of the meets.

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In addition to standardizing these tests, we trained people to help carry on the work. We carried a doctor to every athletic meet, to examine every boy, before he could take part in the competition. This was done in the morning. We carried four men to conduct the athletics, one at the finish, one in the field, one at the start, and one general man.

A great thing in arranging a meet, or anything that is to be state-wide, is to consider the cost. We arranged it so that practically the only cost was the baseball, the shot, which generally could be procured, and one ball. The four-dollar soccer ball is of the most use, and we used the number "O" soccer ball, for soccer, dodge ball and basket ball.

In cities and towns where they never had had athletics, I assure you we had some very unusual activities. In one place they had no starting place on the course. In another place they handed us a 60-inch spring tape for measuring.

Results of the Work of a Year and a Half

The results for one and a half years may be summarized as follows: We have standardized the track athletics of a state; we have standardized the badge tests in a state, and have standardized the game of dodge ball for both boys and girls. We have started every school to consider that athletics and recreation should be a part of the education of the people. We have convinced the people that care of the body is an important feature; and many are now helping pay for the doctor to give medical inspection. The Public Athletic League has examined in the last year about 7,000 boys and 2,000 girls. The State Superintendent, Dr. Stephens, says it is keeping the boys in the high schools longer than ever before. The school teachers are insisting that there shall be playgrounds and activities in every rural school. It is only a year or two before we shall have play teaching in the state normal schools of Maryland.

People are coming now to see their own children perform. Later they will come to see their town's children. The girls are now coming to consider the boys as their representatives. The teachers are urging their representatives to do their best. Towns are coming to see their boys do their best. The boy feels a sense of responsibility for his conduct and character, and is beginning at that time to see that the life of his community depends upon his action, and he gets into his very bones the necessity of doing his best. Whether he wins or loses, he feels that he is standing for something other than

PARENTS SHARE IN THE PLAY OF THEIR CHILDREN

himself. This works out so well with one typical proposition that it should work out always.

Merged in a Larger Loyalty

In one of the counties, there has always been a great deal of rivalry between the county seat, having five thousand inhabitants, and one of the other towns, having two thousand. This year, at the county meet, the small place, through a proper ruling, won the county championships. The people of the larger city felt the ruling was unfair, secured a lawyer, and carried the case to a State Games Committee. Each group felt that loyalty to its boys required the insistence upon their claims. The Superintendent, a wise man, arranged a meet between his county and the neighboring ones, which, as it happened, his county won. After the victory, one of the people of the small town approached me and said: "If there are any prizes they had better go to the larger town of the county." The county had appealed to the imagination of the people of both towns and they forgot their differences in the larger interests.

The boy feels his responsibility to his school, and he feels it more keenly still when he goes to represent the county. When you get the boys together finally, they have a "real good time" in Baltimore. It is a social event first and an athletic meet afterwards. One boy said, "I want to tell you that there are some mighty fine boys in the city of Baltimore."

Out of it all comes, as Kipling says, "The game is more than the player of the game, and the ship is more than the crew."

PARENTS SHARE IN THE PLAY OF THEIR CHILDREN

Never before has Omaha had such enthusiastic support for the summer playground activities as last summer. The supervisor is inclined to account for this by the fact that, in addition to the usual games and plays, much attention was devoted to "making things." The playground girls made doll clothes and decorations for doll carriages in preparation for doll shows held on the various grounds, in which three hundred girls were entered. Eight hundred twenty-eight lanterns were carried in the lantern parades, wandering in and out through the trees like mammoth fireflies. Of course children love to play with fire and for the most part were fascinated just to march but special formations were worked out in several parks and afterwards the lanterns were suspended from the trees,

PARENTS SHARE IN THE PLAY OF THEIR CHILDREN

under which the children played games and danced in the soft glow. Many children were in fancy costume. Almost every parade was-headed by a bugler or drummer and the American flag with flash lights thrown on it to bring out its colors.

Pet shows did much to develop the love of animals and delight in caring for them. The Nebraska Humane Society gave every exhibitor a ribbon and badge. The "White House parrot," which lived in the presidential mansion during the administration of Benjamin Harrison, was exhibited by this president's descendants. The bird was on speaking terms with all the diplomats and high officials in Washington during her residence there.

But nothing else was so perfect a success as the pushmobile contest. One hundred fifty-four pushmobiles were made and paraded representing every make the boys had heard of. Preliminary races were held at the various parks and on the great day twenty-four winners competed for the city championship and three prizes for the best-constructed car, the best-looking, and the funniest car. The boys ran a distance of one block, went down into the pits where it was necessary to remove a wheel, lift it above the head and replace it, then return to the starting line. Something of the neighborhood enthusiasm aroused may be seen from the following extract from the account of the race in the *Omaha Daily News*:

Willie Jones and Jimmy Smith started to build a pushmobile for the races in their neighborhood playground.

Stray pennies and nickels were coralled from minor purchases and there was some lively dickering with the boys in the next street.—
'Our wheels and 10 cents to boot for your rubber-tired wheels.'

Father Jones and Father Smith couldn't see "why
They Couldn't See in thunder those kids couldn't find time in vacation to cut the grass."

Investigation brought out that their sons were building pushmobiles.

"Humph!" snorted the fathers in a truly fatherly fashion. It was about time that Willie and Jimmie got jobs in the summer instead of fooling away their time.

"Pushmobiles!" Another "Humph!"

Willie and Jimmie were late for breakfast, lunch and supper with more-than-usual regularity.

"I'll go out and find that young man," decided both parents on the fifth consecutive tardiness at the dinner table.

Father Jones got there just as the boys were in consultation

PARENTS SHARE IN THE PLAY OF THEIR CHILDREN

over the advisability of placing the rear wheels further back or further forward.

Now, there never was a man who didn't have ideas of his own that the boys of today aren't as clever as they were when he was a boy.

In about three winks there were three sides to

The Scene Changes the argument.

It wasn't long till Father Smith appeared on the scene.

Father Jones and Father Smith passed the time of day with commonplaces—the railroad strike, high cost of everything, and other details.

But it didn't work.

Mrs. Smith and Mrs. Jones had each put two dinners in the oven to keep warm and had the dishes all washed and the kitchen slicked up before their husbands and sons appeared.

The next day financial conditions of both Willie and Jimmy were improved to so great an extent that some first class stuff was purchased.

"Those boys of ours certainly are making a great little pusher," remarked Father Jones to Father Smith as they met on the car in the morning.

The next afternoon Father Smith decided that he would get his son to dinner in plenty of time and arrived to find Father Jones already acting in an advisory capacity in the workshop.

The Smith-Jones pushmobile was a classy craft when it turned out for its first trial spin. There were several improvements here and there which did not look the size of a small boy's pocket.

And all the Smiths and Joneses were at the play-ground Sunday afternoon when Willie and Jimmie qualified in the preliminary races.

Everybody There You would never have know Father Smith and Father Jones as the same men. They met Johnnie Brown's father and Henry Green's father, and a dozen other fathers of their sons' schoolmates were there, and every one of them was just as much interested as the Joneses and the Smiths.

There were long faces when the Green-Brown pushmobile didn't qualify and criticism of the officials by parents was as keen as among the boys.

Someone had said that Jimmy Smith was more than fifteen years old, which is the pushmobiling age limit. All the Greens and Smiths

GAMES WHICH YOUNG MEN AND WOMEN CAN PLAY

called up Mr. English and protested, and the allegation was brought up before the Undivided Improvement club meeting, which had awarded prize money to the winners of the race.

However, it was found that Jimmy, in spite of his extra long-leggedness, was not more than fifteen years of age, and everyone in the neighborhood immediately became a Smith-Jones booster and turned out in great style at the championship races Wednesday.

Willie and Jimmy didn't win the championship, but they were prize winners anyway and everyone in the neighborhood was proud of the boys.

After the meeting Fathers Smith, Jones, Green and Brown were unanimous in furnishing alibis by the dozen to explain why their favorites didn't win.

Experience taught the boys where improvements can be made on mistakes which they are confident handicapped them in the championships. They are also assured of plenty of financial backing for next year's model.

"It was as good as a vacation," declared Father Smith to Father Jones the next morning on the way down town.

GAMES WHICH YOUNG MEN AND YOUNG WOMEN CAN PLAY TOGETHER*

George Ellsworth Johnson, Harvard University, Cambridge, Massachusetts

It seems to me that young men and women play together

(1) Because of the natural attraction young men and young women have for each other. The activity is scarcely more than a pretext or means for companionship.

(2) Because they have a common interest in the activity for its own sake, and they participate in it practically on equal terms.

Any healthful, decent pastime included under (1) is a desirable basis for the mutual participation of young men and young women. The difficulty comes in trying to select games for mixed groups on the basis of (2). The mistake is often made of encouraging games in which the two sexes are not on practically equal terms. When a young man plays a competitive game with a young woman in which

*Answer to inquiry received by the Playground and Recreation Association of America

GAMES WHICH YOUNG MEN AND WOMEN CAN PLAY

he easily outclasses her, his interest, if he has any, is not in the game, but in the young woman. This play is not genuine. This is not a proper use of the game and it cannot lead to permanent interest in the sport.

There are very few competitive games of an athletic nature that young men and young women can play on anywhere near equal terms. But if we organize the games on the basis of *mixed teams*, there may be genuine competitive play between these mixed teams.

The following list suggests games and pastimes for mixed groups where the basis of interest may be mutually and genuinely in the activity itself.

NON-COMPETITIVE

Hiking
Canoeing
Bicycling
Swimming
Camping
Horseback riding
Dancing
Social games
Music
Dramatics

COMPETITIVE

Mixed teams in
Tennis
Modified baseball
(Various types)
Volley ball
Corner ball
Dodge ball
Prisoners' base
Relay races
Swimming
Marksmanship
Archery
Chess tournaments
Checker tournaments
Miscellaneous card and table games

There are great possibilities in the use of mixed teams for the bringing of young men and young women together in active competitive sports, and in non-athletic games there is great opportunity also.

A WATER CARNIVAL*

Minerva Stern, Philadelphia, Pennsylvania

Last summer during a course of playground lectures at the Indianapolis Summer School, a number of suggestions were made to teachers showing how they could improve their work. In order to hold and increase the interest of the children many novel events were suggested, among them "A Water Carnival." This event appealed strongly to me, due to the fact, no doubt, that I am a teacher in a municipal playground possessing no swimming pool, simply a small wading pool.

I made up my mind, as soon as I reached home, to put into practice what seemed so inspiring in theory. In preparing for the event first of all attractive posters were made and posted around the wading pool advertising "A Water Carnival," stating the day and time it was to be held, and inviting all boys and girls wishing to enter to register at once. It may have been curiosity, or interest, or both, that made the children flock around the desk to register, but after their questions were answered nearly one hundred names were presented. The children were sent away with full instructions about the material to bring, also how they were going to make their own boats.

For several weeks the excitement was very great, some little tots could secure only cigar boxes to make into boats, but all the material brought was utilized. During the following days ship building became the main occupation during the industrial periods, each child following his own ideas in building his ship. Some of the parents who took a great interest in their children helped them to make most wonderful boats at home. At last everything was in readiness for the eventful day. At the appointed time about fifty or sixty little boats were presented. True there were some boats that had been brought the last minute by the "ten o'clock scholar" who came too late to finish his or her boat.

Only children possessing boats were allowed to enter the water. They were lined up to receive a number which they tied to their boats. When this was accomplished the boats lined up according to numbers for opening parade. The children proudly waded through the water several times around the pool, pulling their boats after them. Finally the whistle blew, which announced that the judges had made their decision, which was no easy task, as

*Courtesy of Mind and Body

SUNDAY ON THE PLAYGROUND

the best, most original, best decorated and neatest boats were each to be chosen.

Then came the various races. As there were many entrants the races were run in heats according to weight, size and nature of a boat. During the races the boys and girls were not allowed to run, they simply walked as fast as they could, pulling their boats after them. As soon as a boy forgot himself in his excitement and ran he forfeited the race. The interest and enthusiasm increased with each heat, but it reached its height when the winners of each heat were lined up for the finals. Imagine the excitement and cheers that went up when a little boy five years old, dragging a tiny little sail boat, came quietly and unconsciously in ahead of the rest!

The next event was the test for balance. This event created a great deal of laughter and enjoyment, for some of the most artful ship builders had forgotten to balance their boats. The boats once more paraded around the pool, this time the children slowly and carefully dragged their boats behind them. Five times around the pool proved to the judges that very few boats stood the test, the slightest tilting to one side caused the contestant to drop out. This event was not only amusing, but also interesting, for some of the little tots were so anxious to put flags on one side of the boat to decorate it that they quite neglected the other side, forgetting all about equalizing the weight.

At the end of the day all the winners were rewarded by having their boats photographed, first in a group, then separately. This carnival proved to be the most successful little event of the season. But the interest did not stop with the day. The children kept making more wonderful boats each day, and bringing them to the wading pool to test for balance. Now they spend hours playing with their little boats in the wading pool.

SUNDAY ON THE PLAYGROUND

Lois Gilbert Sutherland, Former Assistant in Hyde Park Center
Playground, Chicago, Illinois

It is likely that the first problem that may arise to be settled in connection with Sunday on the playground is the question of whether or not the playground is to be kept open upon that day. This matter will hardly come up at all in the large playgrounds,

SUNDAY ON THE PLAYGROUND

but in the small recreation center, particularly if it be under private control, and in the nature of a philanthropic enterprise, the question is very likely to present itself. For invariably among the board of control there will be found people who still have the old puritanic conception of sport and play, rather than the modern sociological and genetic view point. And to them the idea of boys and girls romping and laughing on the Sabbath is almost as shocking as it would have been to Cotton Mather or to Jonathan Edwards. Yet these men and women have at heart the interest of the children for whom the playground is provided or they would not give up time and energy to serve upon the board. Thus with most of them it is only necessary to put before them very vividly the need of keeping the children off the streets on that day as well as on any other, to show them that small boys do not suffer a change of heart every seventh day but require to have their activities directed on Sunday, too, in order that they may become willing to do active good rather than to refrain negatively from doing evil on Sunday.

The opening of the playground being then assured, the director will find that certain problems must be met on that day which never come up for solution during the week. In the first place many of the children will be arrayed in stiffly-starched white clothes and will deliver a message to the director to the effect that "Ma says to tell you, gotter keep these cloes clean to go on a picnic with when my Aunt Susie comes." And thus quiet play must be provided. In the second place, the number who come, though quite sufficient to justify the opening of the grounds, will be smaller than on week days, for many of the children will have gone with their fathers and mothers to the larger parks or to the amusement places. Thus there may be an opportunity for greater comradeship between director and children than at any other time. In fact he, or she, may find that Sunday is the day pre-eminent in which to come close to the boys and girls and thus really to understand the problems of discipline which are sure to arise. In order to further this feeling of friendliness and quietness, it may be well to devise a special program. The children may be gathered in a circle, for some sort of game, or better still, for a story hour. For during that story hour, while the imagination and sympathy of both director and children are stimulated, a bond is forged between them. Then, too, if there is a library in connection with the playground, books—especially picture books for the little

A PICNIC IN TURKEY

children and the Ernest Thompson Seton type of story books for the boy—should be brought out. By this method the children may not only be encouraged to read and to learn the care of books (and sorely do they need this training) but common interest in a book may often serve to bring the director into the closest sort of touch with some boy or girl whom he had despaired of ever reaching.

I shall never forget how one Sunday afternoon there appeared in the playground of which I had charge a twelve-year-old boy who was noted as a terror in that particular ground and who had made me more trouble than all the other youngsters put together. From the first his belligerent attitude seemed softened by the general air of quiet and of friendliness which hung over the ground. I paid but little attention to him, meeting his tentative advances with a reserve almost as great as his own, for fear that his cynicism would suddenly cloak him and that he would be gone again entirely from the pale of law and order. But after a while when I had drawn the little children around me for the story hour and by way of variety had read them Lear's Nonsense Book, I found Harold suddenly among them, and he and I were chuckling together over the Quangle Wangle and The Manya Peopleia Upside-Downia. And when I finally laid that book aside and began to close up the playground, there was Harold at my side offering to "Lock up fer yu, Teachur?" and giving me in detail the career of his brother, the baseball fielder. And Harold and I from that Sunday forth were friends.

Thus it was that Sunday was the day for settling, with scarcely a conscious effort, the affairs of discipline, and the day for wiping out old scores.

A PICNIC IN TURKEY

Katharine Stanley Hall, Westport Point, Massachusetts

I fancy that we in America often imagine that the little children on the other side of the world do not know what fun is. We think that with their queer clothes and their queer costumes and their queer language, they do not play and live the way we do. But how would you like to go for a picnic in Turkey? I know the little Turkish children would welcome you and though you could not talk together you could have much fun. If it was a really big

THE PLAY PROBLEM IN KANSAS

picnic they would build a little hut and make a "tooner" in it, that means a hole in the ground. A fire would be built in the tooner and there the vegetables would be cooked. In our country if we want candy on our picnics, we have to carry it in our lunch baskets unless we stop on the way at some store, but out in Turkey, there are candy men everywhere, and for very little you can buy most delicious sweetmeats. If it happens to be a festival day when you go for a picnic in Turkey, you will be almost sure to find a merry-go-round and it is as jolly fun across the world as it is here.

After lunch the children will start playing games and before you know it, you will be playing too, for you can play leap-frog over little Turkish backs as well as over American and a Turkish rope is as fine for jumping as one made in the U. S. A. If you are a boy the knucklebones and the marbles will attract you. If you are a little girl you will soon be helping the little Turkish girls make dolls. It is very simple, just take two sticks and cross them and tie a wad of rags at one end for a head, it makes a very cozy dolly. Then your little friend will show you how to make a "salunjak" or little hammock and you can rock your dolly to sleep, and I'll tell you what the little Turkish girls are singing and you can sing it too.

"By low, by low, sleep and strengthen

You are little, sleep and lengthen."

THE PLAY PROBLEM IN KANSAS

Wm. A. McKeever, University of Kansas, Lawrence, Kansas

The Sunflower state has passed through practically all of its period of struggle and is now one of the most prosperous in the Union. But our very prosperity threatens to become our undoing. That is, the situations of stress and strain which contributed so much to the building of our rugged pioneer type of character—these times of trial and error are gone. There is now danger that we bring up our children in a "soft" easy-going manner.

In an effort to counteract any possible tendency toward too much ease and leisure, the Department of Child Welfare of the University is actively promoting a program of juvenile industry for the vacation period, to balance up the usual program of play. This scheme calls for a vacation leader to take charge of all the activities of the children during the summer months. Perhaps fifty such leaders are now actively at work. The forenoon is devoted to light industrial employment, especially for the boys of

BOOK REVIEWS

the community, and the mothers are urged to provide reasonable tasks for all the growing girls.

The vacation teacher conducts classes in gardening, rough carpentry, the making of crude apparatus for the playground, and playthings for the individual boys. He acts as employment agent for the larger boys and places out the smaller boys for light appointments, such as mowing lawns, weeding gardens and running errands.

The afternoon period is given over to supervised play and recreation, with a provision that boys and girls of all ages be included in the effort. The vacation leader also takes charge of the special picnics, outings, summer excursions and other social affairs. He attempts to organize a twilight baseball league among the churches, and in some cases he lunches at noon once a week with the business men of the town in order that his work may be the more actively supported by them.

The Kansas plan provides also that the children of rural districts are especially invited to the playground on Saturday afternoons, where they may remain while their parents are busy shopping. On these special occasions a voluntary helper is invited to come to the playground and take care of the smallest children.

BOOK REVIEWS

INDIAN GAMES AND DANCES WITH NATIVE SONGS

By Alice C. Fletcher. Published by C. C. Burchard and Company, Boston, Massachusetts

Faithful research and sympathetic interpretation have produced a book which reveals anew the poetry in the heart of the Indian. Of Indian dances, the author writes:

"Every Indian dance has a meaning. The dance is generally either the acting out of some mythic story or the presentation of a personal experience. Every movement of the body, arms, hands, feet and head is always in strict time with the songs that invariably accompany the dance. Indian dances are complex rather than simple. Their spontaneous activity is not the result of a 'dominating emotion,' but of a desire to present dramatically certain mental pictures. This is particularly true of dances which form a part of religious ceremonials. As a consequence, none of these dances are improvised. All follow forms that have been handed down through generations and have become more or less conventionalized. A study of these dances shows that by means of them the vocations of men and women were lifted out of drudgery, made types of activity and allied to the forces recognized in the religious beliefs of the nation." Among these dances none is more significant and poetic than that which portrays the life of the corn: Mother Corn who breathes forth life."

BOOK REVIEWS

With the hope of making Nature speak to the young people of today as she spoke to the natives of America centuries ago "bidding them look through Nature up to Nature's God," the author dedicates her book to the "Youth of America."

The *Life of the Corn*, a drama in five dances; calling the flowers; appeal for clear sky and an Omaha festival of joy are the dances given. The games include games of hazard, guessing games, and ball games.

THE SECOND FOLK DANCE BOOK

Compiled by C. Ward Crampton, Director of Physical Training, New York City.
Published by The A. S. Barnes Company, New York and Chicago. Price, \$1.60 net

In response to a wide-spread demand for more dances than those included in *The Folk Dance Book*, published seven years ago, this second book is presented. Many dances have been collected and tested, and the best of these included in the collection. They range from the very simple to the complicated, but all are so clearly described that no difficulty need be encountered.

GAMES AND DANCES REVISED EDITION

By William A. Stecher. Published by John Joseph McVey, Philadelphia, Pennsylvania. Price, \$1.50, net

The popularity of the first edition and the increasing demand for such material has led the author to enlarge and revise his previous work, with the result that a great wealth of usable material is gathered between the two covers of one book. The object has been not to present a great variety, but a selected list; nevertheless, both variety and selection have been attained. The games and dances are classified according to grades and ages, while a deal of supplementary information is contained in the five appendixes.

WHAT WE HEAR IN MUSIC

By Anne Shaw Faulkner. Published by Educational Department, Victor Talking Machine Company, Camden, New Jersey

To make it possible to give to students some knowledge and appreciation of the world's music, just as they learn of its history, literature and art, this book, for use with the Victor Talking Machine, is presented. A systematic course in fundamental principles is given, illustrated by selections from the world's best music. Such a book makes it possible for small clubs, even in remote districts, to adopt a course of study such as might be used in centers of population.

SOCIAL ACTIVITIES FOR MEN AND BOYS

By Albert M. Chesley, Young Men's Christian Association, Washington, D. C.
Published by Association Press, 124 East Twenty-eighth Street, New York. Price, one dollar

INDOOR GAMES AND SOCIALS FOR BOYS

By G. Cornelius Baker, Young Men's Christian Association, Bridgeport, Conn.
Published by Association Press, 124 East Twenty-eighth Street, New York. Price, seventy-five cents

With these two books at hand, anybody ought to be able to arrange a good time for men or boys—and, in many cases, girls and women might be in-

BOOK REVIEWS

cluded. The first book states its principles at greater length—that back of the “tumult and the shouting,” the rollicking and the jovial, must be the spirit of service, the inspiration that glows in the heart after the smile on the face has died away. Mr. Chesley takes a great deal of his material from receptions and special entertainments actually given in various places. Of course not every game or topic will appeal to every one but the ideas are sufficiently varied to be suggestive to all.

A MANUAL OF PHYSICAL TRAINING AND PREPARATORY MILITARY INSTRUCTION

By Frederick A. Kuenzli and Henry Panzer. Published by The Macmillan Company, New York, 1916. Price, \$1.25

This “modified Swiss system intended to provide for the strong common defence of America” deals with physical training for the purpose of developing health, perfect bodily form, dexterity and character. No military instruction as such is given, though marching and running, with military commands, are included. Some apparatus work and athletics are given, but little in the way of games.

THE CONSTRUCTION OF SWIMMING POOLS

By William H. Ball. Published by the Association Press, 124 East Twenty-eighth Street, New York. Price, fifteen cents

Mistakes most often made and criticisms most often heard are noted in this pamphlet, accompanied by suggestions for overcoming such difficulties. That the swimming pool be not less than twenty by sixty feet, with a depth of four to eight feet, and have a spoon-shaped bottom; that sufficient space be provided to accommodate from one hundred to three hundred spectators—these are some of the pertinent suggestions. The matters of heating, lighting, filtration are each briefly considered.

CHILD TRAINING

By V. M. Hillyer, Head Master of Calvert School. Published by The Century Company, 1915

“This book sets forth a system of training for a child under school age and lays out a course of lessons and drills that can be given a class or an individual by either the trained or the untrained teacher or parent”—so the preface informs the reader. The author fears that the usual methods of child training between the ages of four and seven are too symbolical or mystical for the “common sense, even prosy child of every day life.” One feels sure a child trained by the “Habit Drills,” “Social Training,” “Manual Training,” advocated, would not be *too* imaginative!

Based on a rather curious psychology, the method yet presents many interesting forms of play, though it calls for a constant self-consciousness on the part of the instructor which it is to be hoped few possess.

OUTDOOR ATHLETIC TEST FOR BOYS

By John Brown, Jr., M. D. Published by Association Press, 124 East Twenty-eighth Street, New York

The plan worked out in Westchester County, New York, in 1910, and since then successfully used in dozens of communities is here outlined. Advantages of the system, directions for conducting the events and samples of blanks used for scoring are given.

BOOK REVIEWS

SONGS OF CHILDHOOD

By S. Evlyn Dering. Published by the A. S. Barnes Company, New York and Chicago, 1916. Price, \$1.20

Each little song has a story with music characteristic and descriptive—in many cases very charming and pleasing to little children. The author has endeavored to give songs "which will appeal to the child heart and leave a lasting charm and influence over the child mind." Where these songs have been tried, they have met with instant response from the children—as they deserve, being free from sentimentality and of good musical quality.

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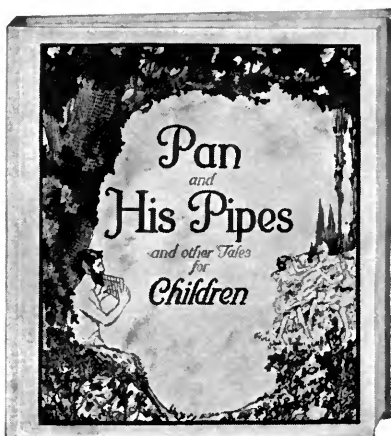
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By Katherine D. Cather

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| III. <i>The Holy Bird.</i> | VIII. <i>A Star and a Song.</i> |
| IV. <i>The Harp King Alfred Played.</i> | IX. <i>The Holy Grail.</i> |
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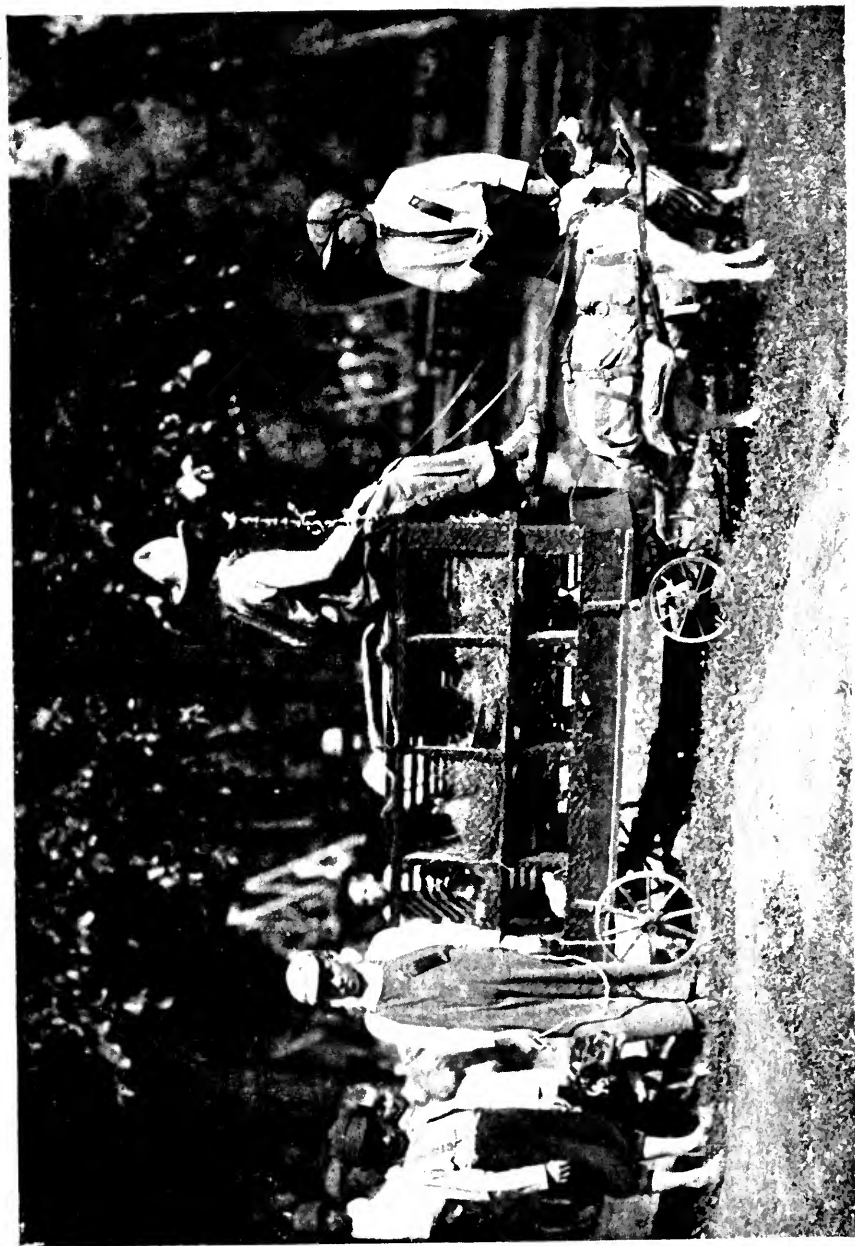
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Omaha Recreation Board

PET SHOW

An Unusual Exhibit—This boy drove his team of sheep and dog with fourteen pets in his home made circus wagon. The pets were different kinds of rabbits, chickens, cats, guinea pigs and a goose.

THE WORLD AT PLAY

Beaches for the People.—

New York is now enjoying her beaches. But in 1907 nearly all of these beaches were in the hands of commercial companies. The Bureau of Municipal Research brought the situation to public attention. A test case brought a long legal struggle, an appeal, and the decision of the court of appeals that the beaches are and of right ought to be public property.

High School Class in Playground Management.—Keyser, West Virginia, opened to students of the three upper classes of the high school, to teachers and to townspeople, a practical course in playground management. A recitation was held each morning from seven-thirty until eight-thirty and the members of the class took charge of the playground every afternoon from the time school was out until five o'clock. Theory of play, based on Curtis' *Education through Play* and about two hundred common games were taught. High school credits were given for the course. Citizens came and saw the work. It was then an easy matter to raise four hundred dollars to continue the work on the playground throughout the summer, the practice play directors becoming regularly paid play leaders.

Original Activity of Commerce Club.—

In Toledo, the Commerce club is feeling very proud of its successful tent city camp for tired mothers and children. One hundred and fifty enjoyed the sandy beach and shady grove and were edified and amused by the program of housekeeping and hygiene lectures and evening entertainments.

Easy to Give Parties.—

Every girl can have a party in Grand Rapids for the park commissioners have provided a little house on the bank of one of the wading pools, where thirty or fewer can be accommodated. There is a piano and the janitor and his wife on the second floor can provide refreshments at little expense on short notice.

Boy Scouts in Scotland.—

The boys of a troop in Cumberland, under the direction of a woman, with two men assistants, have a garden in which vegetables are raised for the use of a soldiers' hospital.

Community Play in Battle Creek.—

The Chamber of Commerce of Battle Creek, Michigan, has set its Community Play Committee to work to get all Battle Creek, young and old, to playing. A children's play festival and boy scout demonstration were followed by a costume

THE WORLD AT PLAY

parade. Three thousand children, armed with hundreds of horns, joyously marched through the city. In the evening, five thousand couples danced on a new asphalt pavement.

Rest Center.—The Philadelphia City Playgrounds Association has opened a "rest center" in the yard of the Friends' Meeting House. Such a center is a boon to the women and girls of this busy and crowded district.

Keep a "log."—The Detroit *Recreation Bulletin* advocates a record book for every playground. One play leader there uses a five-cent copy book, into which go notes for the bulletin board, coming events, scores of ball games, visits of supervisors, and everything worthy of note.

Getting the Most out of Dancing.—Speaking in the training course for recreation workers in Detroit, Miss Sidney E. Bock said of dancing:

"Recreational dancing should be a playing together. We should choose dances in which everybody can take part. It is not enough that we should urge health and strength for our people, we must promote grace, for therein lies the beauty of the dance. Grace comes to the group first and then to the individual. Grace of body should be coupled with that of mind and the effect observed in bet-

tered manners. Social grace, or the ability to get along well with one another and make things pleasanter in general, is what we are striving after.

"Choose dances for beginners simple enough for all to learn quickly. Present those requiring skill after a group has confidence. Encourage the dramatic in the dance but do not make it of paramount interest. Encourage sturdy, rather than emotional, dances for the young."

A Correspondence Playground.—While the playground at Forest Hills, Long Island, was closed last summer during the poliomyelitis epidemic, Miss Anne R. Smith, the play leader, devised a scheme of playing by mail. Games, riddles, guessing contests were sent to the children and they were invited to submit original drawings, stories and poems. The names of contest winners were published in the local bulletin. A prize was given for the best original riddle.

Why Not Private Air?—An editorial writer quotes one of those who have fenced the shores of Lake Michigan, as saying, "We do not object to people's using our private beaches, but—" The editorial asks why he should not also say, "We do not object to people's breathing our private air, but—" or, "We do not object to people's enjoy-

A BUILDER OF THE NEW DEMOCRACY

ing our private sunshine, but—.”
Why not?

Nothing Else to Do!—Winthrop Carter of the Nashua Gummed and Coated Paper Company says he frequently

hears the following dialogue between men on the eve of a legal holiday:

"Goin' to work tomorrow?"
 "May as well. There ain't
 nothing else to do!"

A BUILDER OF THE NEW DEMOCRACY*

Otto T. Mallery, Member Board of Directors, Playground and Recreation Association of America, Philadelphia, Pennsylvania

I was just telling my dinner companion the difference between a pike and a monkey. A pike was placed in an aquarium separated by a glass partition from some small fish, his natural prey. As soon as he saw the fish he darted at them and of course came in collision with the glass. He repeated this performance at intervals for about three months, often striking with such force as to stun himself.

Contrast an experiment with a more theorizing creature. A monkey was given some eggs wrapped up in pieces of paper. Then, after he grew accustomed to opening the paper and eating the eggs, he was given a wasp similarly wrapped up which, when the paper was opened, promptly flew out and stung him.

For the monkey that single experiment was enough. He did not get caught a second time. But neither did he rush to the conclusion that all things wrapped in paper are dangerous. He simply held each piece of paper up to his ear and gave it a shake before he opened it and so successfully continued to choose the eggs without again encountering the wasp.

The task of the guiding spirits of our National Playground Association has been to avoid obeying that impulse, like the pike, to strike out for playgrounds no matter what the result. The task of our leader has been to play the sedulous ape, to choose the eggs of continued playground growth without being stung by the wasp of reaction.

Play is a serious business. The growth of every child is the story of a Sleeping Beauty, in which Play takes the part of the Prince.

*Address given in presenting statute, *The Sprinter* to Joseph Lee, President of the Playground and Recreation Association of America

A BUILDER OF THE NEW DEMOCRACY

As the Prince awakened the Sleeping Beauty, so organized play is transforming the leisure hours of the new generation into character, growth and citizenship. Play asks no further justification and needs none. For life itself, is in the last analysis, a Sporting Proposition.

It is good sportsmanship for me to state at this point that everything I have said is contained in a book called *Play in Education*. Everything, I am likely to say is contained in the same book. Everything that has been said by other speakers at this Congress will also be found in its pages—excepting, of course, the addresses of the other speakers at this banquet. The name of the author has escaped me for the moment. We may come back to him later.

I do not mean that all of us have read this book, For not all of us have read the Confession of Faith of our own churches, but we have heard people talk who have read these Confessions of Faith. Somehow we get to know all our friends know. This is hard on them but very convenient for us.

Have you not wondered why philosophers like Kant and Leibnitz wrote those great volumes—heavy both ways? They must have known that few would read and fewer understand them. But being wise men, they must also have known that the few who did read them would be so pleased with themselves even if bored with the book, that they would not rest until they had chattered and scattered the contents to the uttermost parts of the earth. You who have not read this light and airy philosophy, *Play in Education*, are useful citizens. You also serve who sit and listen.....

Now the author often refers to the great belonging instinct. He himself is the incarnation of the belonging instinct. Not because he belongs to Boston,—although that counts on earth as it doubtless does in heaven. Not because he belongs to the true philosophers of our day and generation. Not because he belongs to the influential leaders of constructive philanthropy, but because he belongs to us and we are the United States of America.

America is shot through with interwoven strands of high ideals and practical politics. Our National Association is guided by high purpose and common sense. Our field secretaries range the land. They preach the gospel of play—and see the leading boss. They shout the good news from the house top and attend the meeting of the sub-committee of councils in the inner chamber,—and that just before the final vote. They say to the superintendent of schools: "Your schools are the best in the state but your rival town has more playgrounds." They say to the mayor: "You

A BUILDER OF THE NEW DEMOCRACY

have the most up-to-date town hereabouts but Bohunkus, the town across the river, has a year-round recreation system." They dream dreams, then get up early to make them come true. They keep up a curtain of fire upon the entrenchments of the universal enemy—Inertia—while the Chief of Staff directs the fire, gathers munitions, supplies ideas, and makes all things work together for good.

During the generalship of our Chief of Staff, the play map of America has been profoundly improved, from Washington to Georgia, from Massachusetts to California. Our national ideals have been advanced toward realization. Our Chief of Staff is able to state the terms on which peace will be concluded. Not a Pax Romana, not a Pax Germanica, not a Pax Brittanica, but a Pax Americana. Not a peace by conquest, not a crushing peace; but a peace by Education—on a fair bill and no favor.

The playground is one of the fairest fields in American life. In the words of our Chief, "It is not primarily the young man, but our civilization, which is on trial. It is my own soul that it is my business to fulfill. It is the only soul I have." Verily the first commandment of the Youthful Spirit, is "Thou Shalt Play the Game." The life purpose of our Chief of Staff is the fulfillment of that commandment.

It is difficult for any modern Chief of Staff to wear all his medals. Our Chief despises medals, as he loves to play the game itself.

(At this point Mr. Mallery unveiled the beautiful bronz statue, "The Sprinter.")

You see therefore before you something no Chief of Staff can wear upon his chest. It must repose in the bosom of his family.

The sculptor is Tait McKenzie whose heroic medallion, "The Joy of Effort," adorns the great granite gates of the Stadium at Stockholm, to commemorate the American victory at the Fifth Olympic Games.

The bronze represents a young man starting on the race of life, even as our Chief is always young and always starting out anew.

The scores of names engraved upon the base are a few of those men and women whose life work has been made richer, whose vision has been made clearer, or whose joy of living has been enhanced by the life, work and spirit of our Chief.

In behalf of the Playground and Recreation Association of America, I present this lasting token of our appreciation of Joseph Lee, a Builder of the new Democracy.

MICHIGAN AND THE RECREATION MOVEMENT*

Hon. Woodbridge N. Ferris, Governor of Michigan

I have worked very hard for the success of this meeting. I have been in correspondence, for several months, with Mr. Dickinson, who is a "live wire" in this movement. I have been working all these months, since it was proposed to bring the Association to Michigan, to make it a valuable meeting. I am interested in the State of Michigan, and it was largely for Michigan that I made this effort. I take pleasure in making this frank statement.

It is eminently appropriate that a commonwealth progressive in thought should undertake to bring its cities and villages and farming centers up to the highest standard in providing wholesome public recreation for all its people.

"During the past three years eighty-six cities of Michigan have been in correspondence with the National Association on some phase of the play movement. When the National Association was organized in Washington in 1906 not a city of the state conducted a single playground with a play leader in charge. In 1915 over 17 cities conducted playgrounds with play leaders.

"The National Association through its field staff and correspondence department has tendered service nowhere else obtainable to many cities of the state now well to the fore in the movement.

"Detroit's splendid system under the administration of a high power Recreation Commission is the result of the cooperation of the National Association and local organizations.

"A campaign for wholesale recreation in the state is being carried on by expert field workers of the Association who will work from one to twelve weeks as needed in each community to help make an intensive study of local needs and possibilities; bring the best experience of all to meet the needs of each; guard the community against costly mistakes and set-backs; unify or coordinate the scattered local forces; overcome inertia; plan, educate, initiate, demonstrate, adjust and keep tactfully at work in each community to help develop an appropriate, adequate system of playground and recreation activities, sustained by public funds and backed by an intelligent public opinion.

"Michigan is awake to the needs of its children: witness the organization of the Michigan Child Welfare Congress which pur-

* Address given at Recreation Congress, Grand Rapids, Michigan, October 2-6, 1916

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poses to draw together all the forces in the state interested in the children and work out with them a unified, comprehensive program for child welfare.

"Already field workers of the Playground and Recreation Association of America have begun in three cities of the state to develop systems of public recreation on a year-round basis.

"The small cities and rural districts are not to be neglected. Communities of the state, large or small, who are in dead earnest about the play life of their children and the leisure time of adults may be assured they will have the active cooperation of the National Association with its staff of experts and its accumulated information and experience gathered from hundreds of cities in this and other countries.

"According to the very conservative figure of experts, that five hours per day per individual is a minimum of leisure time available, there is now in the State of Michigan the impressive and incomprehensible total of 14,050,865 hours or 1,604 years of leisure time available per day.

"This leisure, if measured economically, represents at the low valuation of ten cents per hour a total of \$1,405,085.00 per day or \$512,856,572 per year to this State. The value of agricultural products in Michigan in 1909 was \$162,005,000; of manufactured products \$500,000,000. There is no resource in the grasp of the state so great as the leisure of its people, a resource which may be realized upon immediately and at a comparatively small cost and which will return undreamed-of value in education and social betterment.

"The positive perils of unplanned leisure are familiar to all. The various recreation surveys show conclusively that delinquency and crime, bad habits and profanity, brutality and immorality, are the crops the city harvests from idleness, nothing to do, no definite plans for the out-of-school and out-of-door hours.

"The negative perils are probably greater than the positive. It is very difficult to measure what might have been. Yet the greatest crime of all is the crime of arrested development, because it is in reality the crime of murder. Many a brain has been inoculated in lazy, dissipated leisure hours with the bacilli of inertia and has been as effectively put out of business as a moral force and a radiant energy as if paralyzed by a blood-clot. The chief complaint is not that so much leisure time is misused as that it is not used at all. The reports from one city show that the churches, theatres, picture places, Young Men's Christian Association, and Young

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Women's Christian Association use for good (if we count them all in that direction) but 1,362 hours per week, and that the saloons supply 7,992 hours per week, making a total of 9,354 hours per week for good and bad as against twenty-nine years of leisure opportunity per day possessed by that city.

"It is the vast, undiscovered uses of leisure that challenge our wits, and wholesome public recreation should make as strong a bid for it as commerce.

"The educator, the social workers, the preacher, all socialized citizens, ought to get together and capture leisure in the community, get it where it may be controlled, which suggests my second point, namely, the process of converting leisure from a liability to an asset is one of organization, of using modern facilities and stirring the public interest to secure adequate support.

"Seventeen cities of Michigan, representing a total population of 928,630 reported organized playgrounds and recreation activities last year. Detroit is the largest and Houghton the smallest place reported. There were thirty-seven centers operated throughout the year in Michigan, thirty-one of them in Detroit alone. There were forty-six workers giving full time throughout the year to the work and one hundred eighteen centers were maintained under leadership part of the year. The average daily attendance at all the centers in the state in July and August, 1915, was under thirty-four thousand and the average daily attendance at winter centers was under eight thousand.

"Compare these averages with the school enrollment in Michigan of 545,775 below the high school and 35,586 in the high school and preparatory schools, and see how small a proportion of the recreational needs has been met.

"The Children's Bureau of the United States reports 1,099,231 children under twenty years of age in Michigan and there were less than forty-two thousand reached by the public recreation systems of the state. As a matter of fact, many of that forty-two thousand represent adult attendance.

"Of the 1,099,231 under twenty 612,030 live in rural communities and 487,201 in urban communities. Most of the children of the state are in communities of under two thousand five hundred people and as yet the recreation problem in the small community has not been solved in a comprehensive and adequate way.

"The form of organization is largely a matter of local conditions. It does not make so much difference what the adminis-

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trative body is called or just who is on it, if the work is done and if definite progress is made through the year in the number of children reached by the highest forms of play method and leadership and in the more socially valuable forms of adult recreation introduced in leisure hours.

"The state possesses great resources and facilities which may be used. In 1914, 8718 buildings were used as schoolhouses. The value of school property in that year was \$44,389,110.

"In a well-to-do middle western city, consideration was given to the recreation problem by a group of leading citizens and by the city government. After much discussion and inquiry, it was thought \$600 might be appropriated for the work. When the budget was finally made up, this amount was cut to \$300. How any self-respecting American community, thriving under the present unprecedented prosperity, could bring itself to appropriate the gigantic sum of \$300 for the play of its fifteen thousand children is perplexing!

"If there is any one idea which ought to be squelched, it is that a recreation system is a cheap thing. The public does care for its children. It requires little argument to convince a city that the children are its most precious treasure, economically and spiritually, that investment in the conservation of child life 'repays in after years a usury of profit beyond our most sanguine dreams'.

"Of the \$4,066,377.15 reported as expended in the United States for play center development, Michigan spent \$121,097.90. Contrast this expenditure with the amount received for the support of the public schools in 1913-1914 of \$21,881,635.03.

"The school year in Michigan is eight months or approximately 160 days of five hours each, that is, Michigan had \$21,881,635.03 to spend for 800 hours of its children's time.

"Every child is active at least twelve hours in every twenty-four. Some parents could prove successfully, no doubt, that their children are active twenty-four hours a day. Twelve active hours per day make a total of 4,380 hours per year. Deducting the 800 in school, there remains 3580 active hours for which Michigan invested \$121,097 as against the \$21,881,635.03 for the time spent in school. This is like a farmer cultivating only one side of his corn rows and expecting to secure a crop.

"After all, the dynamic of a recreation system is personality. If a well-organized system is established in a community, if the best facilities are developed, and if the machinery is put in well-oiled

MICHIGAN AND THE RECREATION MOVEMENT

condition, it will never take leisure as it is today and turn out a new leisure as an asset to the community unless someone puts his life blood into it.

"When the great Galilean social worker, who understood children so well, made purity, righteousness, mercy, sympathy, peacemaking, and the enduring of persecutions as conditions of citizenship in the new social order called the Kingdom of God, he gave the long view and the straight road and the complete service as the method.

"Recreation leadership is no summertime job; it is a man's work and worthy of the highest patriotic consecration.

"The machinery of the converting process as a whole has been worked out pretty well. (The United States Bulletin No. 28, Bureau of Education gives much valuable information.) If it were a question of 'What shall we do?' the work now done would be sufficient answer. It is more a question of 'Who will do it?' and 'How shall it be done?'

"The superintendent of recreation in a large city or the director of community activities in the smaller place must be an experienced and trained executive. He must be a man who knows the technical side of his work. He must be familiar with the best practice throughout the country and be able to secure the best returns for the money invested. He must be able to interpret the fundamentals of recreation to his community by his work and his words to the end that the people will be increasingly favorable to adequately equip and man the system. He must recognize that the key to the whole leisure-time problem is in developing habits of wholesome activity in the boys and girls. A man who has been happily and usefully active through leisure hours of his boyhood is not likely to fritter away or misuse his leisure as a man.

"The socialization, solidarity, and wholesome strength of our civilization may be attained through the alertness, moral courage, and radiant energy of the managers of leisure time, who have faith in humanity and democracy, who know that when people talk together, sing together and play together the ideals of brotherhood are actually being realized."

I wish to say just a word about the debt we educators owe to our great industrial organizations. Today many of our great manufacturers have discovered that the element of recreation is important for securing efficiency in their work. They have put into practice the gospel of sanitation through the generous use of light, air, and recreation. Today our leading factories have made

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splendid provisions along these lines. Some of us instructors have learned that if we are teaching a young man to become a telegrapher, it is not best to keep him constantly at the keyboard, but that he must now and then have a change in his work, and that change represents recreation. There is a very real relation between work and play in making for efficiency. I want you to know that these manufacturers are not all brutes. They are studying the welfare of mankind constantly, and looking to their own welfare at the same time. They have learned that their own welfare depends upon the welfare of their employees and that recreation has come to be an important factor in their great industrial institutions.

In this generation we have certain problems that our ancestors did not have. I was brought up on a farm,—an indescribable farm,—and I had supposed that my life as a child was made up largely of work and with no recreation until I studied the boys and girls of the present day. I have come to believe that there is no boy in the State of Michigan, under modern conditions, that has had more fun in a given unit of time than I had on that old hill farm. I did not need supervision; I would have resented it. All I wanted was a chance, and my father gave it to me,—sometimes an hour off, sometimes a whole day, sometimes an entire week. My five sisters, although they do not play as much now as they once did and still rather believe that work is more important than play, I am sure would tell you that they had a jolly time on the old farm. Some people think an old horse ought not to play, but I believe the older the horse the more he should play. No one brought up in the city can understand the fun we had, so what's the use of my wasting my time trying to make some of you understand!

An industrial revolution has taken place in this country. The good old days are gone, and some of you will say, here is an old codger advocating the recreation and play of the days of long ago. I am not advocating that. I know that the old times have forever gone. Don't I know that girls nowadays have not the kind of work in the homes through which they cooperate with the mother and the boys with the father, that they cannot go sleighriding with father,—perhaps behind an ox team, that they do not knit their own stockings and mittens, and so on, and have a lot of fun doing it? We don't have husking bees now. Talk about cooperation,—husking bees were the very essence of cooperation, and likewise the apple-parings, and the frequent quiltings. While they had

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their fun they were also under the old regime doing something useful; and nowadays while they have their fun they are doing nothing that is useful. What are we going to do with these boys and girls now on the farms who cannot have fun while they work? If I had been told fifty years ago of certain machines that would be put on the farm I should have said impossible. We used to rake the hay with hand-rakes; now we do it with horse rakes; we used to cut the clover and timothy with hand-scythes; now we do it with mowing machines. But it is not, after all, so much the side of recreation on the farm that I want to lay stress on, as it is another problem,—a feature you will not want me to talk about, I'm afraid. I am enthusiastically with you in the recreation movement. Don't forget that. But I am enthusiastically with you, if you are with me, in the matter of not letting down in this country on the matter of good, efficient, wholesome work. The only men and women that bother me are those who consume all their time in leisure. That is no argument against recreation. There is a tendency to give too much attention to a kind of leisure that is perfumed with aristocracy. I would like to use the language that only Billy Sunday is allowed to use, in describing it. A Democrat understands Billy Sunday, if the rest of you don't. Don't lose sight of that. Your recreation movement is not worthy of encouragement unless it stands for training the boy and the girl to do efficient work,—manual work. Every man, in whatever walk of life, should do every day, in order to save his soul, some sort of useful manual work. Your movement somehow must do what I ask of education. It must connect the home and the school. The home cannot put all the work of training the child off on to the school, or on to the playground, and thus shirk its responsibility. I want this movement to reach the adults quite as much as it reaches the boys, so that farmers shall have the courage to work only five and a half days in the week and shall take one-half day off for baseball,—I don't want them to get into the hammock. I want them to play together and get acquainted with each other. That will help religion, that will help education, that will make our farms more productive.

I believe that the recreation movement must come sooner or later under the direction of the educational forces of this country. That is where it belongs. There is no reason why in Grand Rapids, ten years from today, the amusement forces in the form of the theatres and the movies should not be under the direction of the

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educational forces instead of having the boys and girls exploited as they are now, by questionable agencies. I would make the theatre municipal and would open the doors so that the great plays and the great actors could be seen and heard there. Humankind everywhere is eager to get the best. Don't preach to me the doctrine of total depravity. I have been in theatres of doubtful character—not many of them since I became governor—and have observed that even there whenever something really worth while was staged the applause was generous, clearly showing that most men and women appreciate that which is heroic and noble. Why should not the churches and the educational forces procure for all our people what they so much want,—the best?

I want to say one thing more. You may not agree with me, but don't miss this. You cannot get Michigan, or any other state, to make the right kind of progress in this movement until she has an understanding of the things you are trying to do. Therefore, I have been urging my Michigan friends to attend this meeting. I have appointed delegates from all over the state to come and listen to the sanest philosophy you can preach. I have devoted thirty-two years of my life to helping men and women who have not had many advantages. In my own school I am troubled by the people who are more than well-to-do. I am extremely embarrassed by them. I do not have trouble with the people of moderate wealth. No teacher is troubled by their children. All we have to do is to give them plenty to do and show them how to do it, and then keep out of their way. Many school teachers haven't enough sense to keep out of the way of their pupils. Boys sometimes run away from home in order to amount to something, simply because their parents did not have sense enough to keep out of their way. I am not arguing for the virtues of boys who run away from home, but I am trying to show you how such things happen. The cornerstone of my religion, of my philosophy, of my politics, is to awaken in men and women a realization of the tremendous value of this movement as an educational and an uplift movement. I do not see what we can expect, in some of our villages and cities, where we have poolrooms, in which for a few cents boys can find their way straight to hell. I can see no good in them, and do not hesitate to say so. We have rich people who ought to put their boys through the public schools. That is where boys ought to be educated if we are going to make Americans of them. If we attempt to call ourselves American we ought to do that which is

THROUGH NATIONALISM TO INTERNATIONALISM

American, and I have said to many a well-to-do friend of mine, "You ought to have sent your boy through the high school first before you sent him to the East to be educated in a private school." Because they did not do that I am getting their boys at the Ferris Institute. I find it difficult to do anything for them. They have no desire for work, no ambition for play. That is why I want to awaken the men and women to some appreciation of the great world they live in and the way to get joy and happiness out of life. God Almighty has so arranged this world that the majority of his children have to work and all of them ought to work. Therefore, we must study the work problem and inject into our work more real joy. Until men can be taught to enjoy their work, their capacity to enjoy play and real recreation will ever be limited. Therefore let us awaken them as far as possible to an appreciation of the gospel this association is preaching. If we do this Michigan will get a new vision of the fine art of living.

THROUGH NATIONALISM TO INTERNATIONALISM*

Rev. Alfred W. Wishart, Pastor of the Fountain Street Baptist Church, Grand Rapids, Michigan

Grand Rapids ten years ago put her play interest into tangible form and began to organize playgrounds; today we have seventy-four acres, costing \$170,000 devoted to playgrounds. We have nine playgrounds and eight swimming pools. The attendance at these last year was more than 370,000. We have fourteen social centers in the public schools, and the attendance last winter during the twenty weeks they were open was over 59,000. We have a public schools athletic league, and the attendance at its games last summer was over 8,000. This playground movement has a wider scope than mere play. If play made great soldiers only, I should not be particularly interested in it. I have just come from the other side. I have been in the trenches and in the hospitals and have seen what war does, and all social service work that makes people physically fit to engage in war that ends in destruction is wasted. We had better drop it and turn our attention to establishing universal peace throughout the world.

*Address given at Recreation Congress, Grand Rapids, Michigan, October, 2-6, 1916

THROUGH NATIONALISM TO INTERNATIONALISM

Play Should Interest Everybody

The recreation movement is a broad movement that takes hold of all people, going deep into human life. It is the problem of leisure. Most people are all right when they are at work; we are never so safe as when we are busy. But we cannot work all the time. The people that work all the time are dead. It is in the leisure time, in the play time of life, that men and women, that girls and boys, are made or ruined. The problem of play is one of the vital issues of this age, and the marvel of it is that it was not discovered years ago. People did not formerly admit that play was right. It is one of the commonest comments people make when they see men of the cloth at a ball game, "We are glad to see you like the game," as though it were a strange thing. What lies back of their surprise and pleasure? It is the general feeling that there is something wrong and dangerous about play of any sort,—that we have started on the decline when we have taken off our coats and vests and go out to play. That has been the attitude of religious people toward this great issue, notwithstanding the fact that most of the vice and crime and a good deal of the disease in this world is due to the misuse of leisure, to the fact that people do not play right, and that people do not employ their spare time to their own advantage and the benefit of society. It is on account of this prejudice that it is so difficult to persuade men in public office of the seriousness of this problem. Most men in public office until lately have looked upon this problem of play as something that should interest women and children, but not councilmen and congressmen—for you know what a time we have had trying to pass the child welfare bill. They do not seem to realize that taxes increase and disease spreads, while vice and crime multiply, when the playtime of the people is commercialized and the state keeps its hands off. Economically, it is not good policy for any community to neglect this problem.

To Provide the Fellowship That Is Heaven

All of our criminologists tell us that supervised play decreases juvenile crime, because through it boys have opportunity to express what is in them in normal ways. How shall we put down and drive back anti-social institutions that undermine the moral well-being of the community? I have been in the ministry about twenty-five years. I was a great reformer when I began! I spent most of my time trying to prevent people from doing the things they wanted to do. I had a hard time of it. It was difficult, because

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there were only a certain few ways in which they could have a good time. The result was disastrous to the community. Then it dawned upon me that was all negative work and it lost its interest for me. I prefer to do constructive work. The farmer who boasts that all the stones and weeds are picked up off his fields doesn't interest us much. The great question is—what is his farm producing, what is growing in those fields? The church should not be so much interested in having its minister eloquent and its pews full and its audiences well-groomed as in what it produces in the world. The great problem is to provide a substitute—facilities for the satisfaction of legitimate desires for social enjoyment, of the longing to get acquainted, to enjoy the fellowship that William Morris called heaven and the lack of fellowship is hell.

Through Nationalism to Internationalism I believe that we are heading, in our political evolution, in our social evolution, and in our religious evolution, through nationalism to internationalism. The man who stops with love of his own nation is not a big and a true man. I believe the reason why there is so much tolerance in America is because so many people of different national traditions have to live together here. They say abroad that people have ineradicable racial or national feelings that make them love their own and hate other countries, that make them willing to fight the men of other nations. Now in this country, men are learning to live together, and they know that beneath all these superficial distinctions is the same human nature, and so life becomes more interesting and sweet because we have come in contact with other lives.

Seeing boys and girls in these meetings is interesting. I have never spoken to boys and girls without learning something, because in the effort to interest and appeal to them I have been able to better define my own thought. I become bigger and better because I am with young people. There is scarcely a great religious leader but had the love for little children which the man of Galilee had. He said to his disciples, "Suffer the little children to come unto me, for of such is the Kingdom of Heaven." Every man who has that spirit in his heart, who has the love of child life, will be interested in this great problem because it is a human problem, a social problem,—your problem and mine.

PLAYING THE GAME—OF LIFE*

Charles Howard Mills, Supervisor of Municipal Recreation,
Grand Rapids, Michigan

All human nature teems with the desire to play some kind of game. I am going to try to show you briefly, first, the great similarity between playing the game in any kind of athletics and playing the game of life, and in the second place, the shameful dissimilarity that has existed up to the present time.

To make a success of athletics, what qualities and accomplishments are you going to demand of your athletes? You tell me the sport and I will name you the fitting predominant qualification. On the other hand, if I should tell you physical directors, seated here this evening, the name of some sport you immediately could call back to me the qualifications that are most needed. For instance in track there is speed; football, weight and strength; boxing, science and skill; swimming, endurance; baseball, accuracy; tennis, agility; and yet we can hardly distinguish between these different qualifications so far as their application to certain sports is concerned because really all of them, or nearly all of them, are needed in all of the sports. And then we could go on and add other qualifications, such as nerve, courage, confidence, perseverance, team work or cooperation. Here we find the great similarity in playing the game of athletics and playing the game of life, for life is surely playing a game. What are we here for? What are we in this world for? We are here to play the game. We are here to make our team. We are here to win the fight. The whole world is nothing more or less than a great gymnasium, and life itself is the wonderful system of training. As in the material physical gymnasium so it is in life, when we buck up against a piece of more difficult apparatus than we have ever had before, we can do one of three things. First, we can hit the apparatus and fall to the earth with a dead thud and lie there and give up. Second, we can sneak around the edges of the horse or buck, or whatever piece of apparatus it happens to be, and get on the other side and try to fool the instructor, but really fool ourselves, in making him think that we have received the benefit of having gone over. And in the third place, we can persevere and struggle

*Abstract of address given at Recreation Congress, Grand Rapids, Michigan, October 2-6, 1916

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and practice and finally learn to do the stunt, and go over the piece of apparatus and receive all of the benefits that come from the training. So I say that every qualification that you require for your athletes we find needed in playing the ordinary game of life.

I wish that I had time to go on and develop at least some of these characteristics in detail as I should like to, but I shall simply skim over these few. Cooperation and team work,—Oh, what a great accomplishment it is, to learn this! In our championship football teams we hear so much about the great victors, about the great stars who win their college emblems and the prizes of victory and bring down the championship for their varsity team. But how much do we hear about the persevering "scrub" on the second team who gets out afternoon after afternoon and lets the first team hammer away on him in order that victory may come to his college? Therefore, we have team work, not only of every man on the team playing his part and watching his place, but also the co-operation of the "scrub" on the second team who is never heard of, whose name is never printed in the columns of fame, who never even makes the first team nor has the pleasure of playing one of the big games but nevertheless, does his share in building up the real college team. We are all here to do our own part no matter how little or how big it may be. This is real team work.

Physical courage,—the man who can say and really believe that

"This life is a fight that has got to be fit.

The best thing you can do's to stan' up and get hit."

Perseverance,—no need of spending much time on this, only to recall the story of Bruce and the spider, as a reminder that other qualifications are useless unless we have the spirit of "never say die," that much advocated "stick-to-it-ive-ness."

"It's not the fact that you are dead that counts, but the question, 'how did you die?'"

There has also been much said at this Congress so far about physical preparedness through play and the mental development and benefits that can come through play. Friends, if I saw only the development of physical preparedness for the battle of life and the battles of our country, even with mental discipline added to it, as the benefit to be derived from play and recreation I should have quit this work ten years ago—before I went into it. The real lessons to be learned are those of moral culture and character de-

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velopment. Ten years ago I gave up a career in the ministry because I saw a chance for real practical ministry in the character building of the youth of our country. So far I have not been disappointed nor have I regretted the step.

But what great, shameful, pitiful dissimilarity is there between playing the ordinary game of athletics as it has been coached up to date in many colleges, schools, playgrounds, and recreational institutions, and in playing the real man's game of real life.

Every single one of the characteristics and the qualifications which we have so far considered, every single one of them,—let us pause for just a moment to review them, nerve, strength, courage, confidence, alertness, perseverance, obedience, skill, teamwork, accuracy, endurance and speed,—all of these are needed to make the most successful crook or thug or criminal that ever lived. Therefore the shame and pity of the matter is that we usually stop there, so far as our demands upon our athletes are concerned and so far as ordinary coaching goes. In playing the game of life, these qualifications do not make us a success. We may have all of them to a marked degree and still be an utter failure. In other words the team that we are going to try to make is the team of *character*. Then what are the qualifications that must be added? You know and I know, but we have never given them the recognition that they deserve. They are honesty, squareness, unselfishness, cleanliness and sincerity. Is there anything that is needed in our social world, in our business world of today more than integrity, squareness and unselfishness? If your boy or your girl gets out into the street or alley or vacant lot with the neighboring gang of children and cheats, always looking for a chance to play dishonestly, to win, no matter how he wins, to take an unfair advantage of others, learning to be a hard kicking loser, or what is just as bad, a conceited winner, your child is going into life that way. And I sometimes think that that is the reason we have corruption in politics and dishonesty in business, because our men of today played that way when they were children. And this rule certainly works the other way: if a boy learns to go in with a spirit of winning, that is to play a hard fighting game all the way through, but to win only if he can win rightly; to eliminate the dirty work and the kicking, wrangling spirit and to play all the way through a clean, square game, he is going to play that game in real life when he grows up. The great lesson that we have to teach through athletics is that the real

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victory is not in the prize or the trophy but in the quality of the race that is run.

No physical or playground or recreation director has ever lived who does not have these serious problems confronting him every day. How do you meet the problems? How do you feel about it down deep in your own heart? How do you act and talk when your own team is right around you after losing a hard-fought game? How many of us are there who can lose a critical game, say, one upon which the championship depended, and prevent the expression on our face from even changing from a smile to a look of scorn and contempt and disgust. The children read even the unspoken thought. Oh, I have seen teams that have played as dirty work as has ever been played in this country! I have in mind a certain expert basket ball team of strong husky young men who came from a big institution, in which I had charge of the men's and boys' department. This was a wonderful basket ball team. Three out of the five had played together for fifteen whole years. They were great basket ball players but they had the most scientific dirty work that I had ever seen. They had dirty team work. It was not only one man on the team, but they would work out their trick dirty plays together. It was a case of getting an opponent between them and both of them sandwiching their elbows into his ribs at the same time and knocking the wind out of him; or worse still, a sort of understanding that if one man on the team should knock an opponent down, one of his team mates should come along quickly and step on his stomach. They were the terror of a large district. No team in the entire county dared to beat this home team on their own grounds, for fear of a fight or some kind of underhanded dirty work. It meant a terrific struggle on my part if we were going to try to straighten things out and do away with a precedent of years. It either meant that an effort had to be made toward this end or basket ball eliminated from the gymnasium all together. I decided to do the former, and sent almost across the country to get hold of one of the best physical directors obtainable, to start in this great struggle with me. Week after week, month after month, we labored together with this team and finally got them to play a clean, square, but at the same time, hard-fought game. It came time for the championship of the county and our team played in one of the sets of semi-finals. They fought a beautiful battle but they lost and turned yellow. Their old spirit seemed to come back and there was kicking and

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complaining and the usual remark you have heard so often "that they could not beat the other team and the umpire too." Further than this they entirely failed to appear on the following night to play a game which would have decided third and fourth places in the county. The season was ended, there would be no more basket ball. I took the captain of the team alone to dinner and bought him one of the best dinners that money could buy. I talked over with him past history and the recent game, almost a victory, that had turned into a seeming failure, and then told him about what it would have meant to him personally and to the team if they had played clear to the end with their mouths shut. I never shall forget the expression on that young man's face as he sat opposite me with a big piece of beefsteak on the end of his fork half way to his mouth, as with an astonished expression he said, "Mr. Mills, do you mean to tell me that that is part of the game, too!"—Is that part of the game, too, not to be a hard loser? You know the answer only too well. How is the training that you are giving to your children helping in that direction?

And then there is almost the hardest lesson there is to teach, and that is the lesson of real unselfishness. Charles Schwab, one of the most successful business men that the world has ever seen, says that he attributes his success to a great extent to his rule of always looking out for the man at the other end of the bargain. How many of our leading athletes are taught to even give the other fellow a fair consideration? We need more of the spirit of the Harvard football player who after a lengthy run down the field, downed by a Carlisle Indian three yards from a touch down, turned around after he pulled his face out of the dirt and grabbed the hand of the Indian to say, "Good tackle, old scout." The same kind of spirit that made Billy Thoman surrender the championship of Cook county in his class in wrestling to a Greek after a very hard fought over-time battle, not because the Greek had downed him but because he felt that the Greek had given him a sufficiently hard tussle to warrant a change of championship. The spirit of unselfishness in athletics does not mean to stand still and let the other side defeat you because you think that you would rather that they should have the victory than you, but it does mean, "to look out for the man at the other end;" also to let the other fellow on your team shoot the basket, or to pass the ball to someone else to make the long run or star play if he can do it as well as yourself. I believe that a very large per cent of the wrong

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and the evil and the sin in this world comes from selfishness. You just figure it out, think of some of the worst crimes and see if they are not based on the person's considering all of the time, "I," "me," "mine" and the things that have to do with personal self. I know of no greater way to teach a child unselfishness than by the lessons that can be taught through play on a democratic playground.

Fellow-workers and friends, this is my heart's strongest appeal, that we may wake up,—and let the highest light of real noble leadership shine through us upon the young people who are following. May we use these great, wonderful, divinely placed instincts that are in human nature to their fullest advantage. May every lesson that can be taught through play that tends to build up the best in a strong manly character, be brought out by us and held as the ultimate goal of all our work. May we consecrate our very hearts and souls and lives to this wonderful service of humanity! The field is white to the harvest and the reapers are few. Oh, for more and more of the men and women with hearts and lives that are big enough, broad enough, pure enough, unselfish enough, sufficiently consecrated to do credit to this joyful "playfield" of labor!

RECREATION AND THE WOMAN MOVEMENT*

Bessie Leach Priddy, Chairman of the Civics Committee of the Michigan State Federation of Women's Clubs

I am bringing a brief message from that large organized body, the Federation of Women's Clubs, which numbers two and one-half million members in the United States, and twenty-five thousand club women, in Michigan. This woman movement began a half century ago as a practically selfish movement, a cultural and study movement. But now that movement has been baptized with the spirit of service, and while it is still partly a study movement, you will find that the women's clubs are studying the problems of civic life. Their great organization is at the service of all who stand for the good of society.

I suppose it would be according to the teachings in English for me to define the subject that has been assigned me: "Rec-

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reation and the Woman Movement," but I think there is no need for definition, under these conditions. I am reminded, however, in speaking of the woman movement, of a story that a brilliant little professor of English from the State Normal College tells. She was a student at the University of California at the time when they were making their fight out there for women's suffrage. On a long, cold day, when the fog was low and the wind was strong off the water, she stood on a street-corner in Berkeley, and peddled her little papers, with the message, "Please vote for women's suffrage." As she handed them out to the professional men, they met her ordinarily with a smile, and said, "We are with you. We believe in it." The business men met her with courtesy, and many of them said, "We are thinking about it. We will help you." But the foreign-born laborers who passed her, those people whom you enfranchise so readily in from two to five years' residence, the men of that great force which in a couple of years, five years at the most, bid fair to dictate the social life of America, and who hold the balance of political power—these men met her, looked at the printed slips, looked up in her face, and said: "We don't want it. The wimmens—they know nothings."

Here in Michigan we don't have to worry as yet about the exercise of women's suffrage. Some of us have been occasionally tempted to go into states where we can vote, but we have decided that we are going to camp on right here in Michigan till the glorious time comes when we can cooperate with our votes for the good of society.

Until that time comes, we want you to know that our thoughts, that the brains which we sometimes exercise, that our energies, that our standing for what we think is right, are all cooperating right straight along with such movements as the recreation movement. We want you to remember that in practically every community where this movement has a start, the organized women's club gives you the aid of its initiative; it gives you the most untiring cooperation; it gives you aid in arousing public interest, in getting volunteer workers, and in raising funds.

I want to express a hope—just for a moment—that in organizing your play, you will not forget the female child. She needs play. A while ago it was fashionable and the accepted thing for women to be delicate and to be sick. Nowadays people don't expect that of us any longer; but it is still considered ladylike for the little girl to sit on the chair indoors and play with her doll;

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and the body that needs strength, that needs help, that needs invigoration for the coming of the next generation, fails to get its proper development and proper strength. I hope that this movement for supervised play, for sane recreation, will take time to care for the needs of the female child.

THE NATURE AND FUNCTION OF FOLK DANCING*

Elizabeth Burchenal, Inspector of Athletics for Girls, Public Schools
Athletic League, New York City

It is the Playground and Recreation Association of America that is responsible for the widespread use of folk dancing. If folk dancing had not been taken up by this Association it would not have spread through the country as it has. Therefore, this organization has the responsibility to guard and guide the movement, because it needs a leader now. I think we really need to come together and get some uniform standards in folk dancing.

Folk Dancing a State of Mind

What is folk dancing? It really is a fact that we do not mean the same thing when we speak of it. We find that many people understand something quite different from other people when the term is used. Someone spoke of Boston as a state of mind; someone else said that was a definition of heaven. It is also a definition of folk dancing. It is folk dancing, but is also a state of mind. Folk dancing is the presentation of the country people's way of dancing. To get the real backbone of the country you must know the country people. There lies the fire and essence of a nation; and the country people's dancing is the expression of the backbone of the nation. These dances are of simple nature and the reason they take so well with children is because the country people are unsophisticated as the children are. But there, too, is one of the unfortunate things about folk dancing,—it has been connected too exclusively with children's activities.

When I speak of folk dancing I think of the social element in the dances. That is one of the few real things in the world, like air, and water, and earth, and wild flowers, and fairies,—things that are just there of their own accord, and with the making of which we

*Stenographic report of address given at Recreation Congress, Grand Rapids, Michigan, October 2-6, 1916

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have nothing to do. They are wonderful, beautiful elements from which we may profit by taking them into ourselves. We were singing together tonight. How many of us would have liked to sing those songs as solos, and yet how we enjoyed hearing ourselves sing with others. Folk dancing is exactly like that. It is the expression of something you feel inside; something that is not done for the benefit of the spectator. We must always remember that folk dancing is something that exists for what it means to the dancers. It is quite proper that we should use the folk dances of Europe,—we should keep them alive with the people who come to swell our population. We have some of our own country dances, but most of our folk dancing we have imported from other peoples, and they can never mean to us what they mean to the people themselves, because there is a sort of patriotic chord that is struck in a person to whom folk music really belongs that is not struck in anyone who has adopted it. But we can get a beauty, a freshness, and a spontaneity even if we do not get the national flavor of it into our own cities,—that is, unless we are too grown over with the moss of self-consciousness and preconceived ideas of grace.

Folk Dancing Depends on the Manner of Performing People are often afraid to dance because they feel they are awkward. They are the people who are apt to dance these dances the best.

But why should we consider folk dancing as a means of acquiring grace? Often people say they will do it for exercise; some say to acquire grace. Singing is an exercise, but that is not what we do it for. People say, too, that it is for the children. It is not. We all need to be children. It consists not only of steps, and figures, but it consists of a country manner of doing them. The first test of folk dancing is if the people from whose country the dance comes recognize it and join in instead of being insulted by our way of presenting it. So many times people have been insulted by seeing dances given as theirs which have not their patriotic essence. It is like singing some queer words to the tune of America whereby we spoil the spirit of the thing in changing it. Folk dancing is almost a religion to the people to whom the dances belong. Its function, I believe, is to fill a niche in the everyday life, to provide a form of play and recreation and social enjoyment, and to provide here in America a substitute for outdoor life. It suggests the environment it comes from.

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Folk Dancing Demands No Spectator

Is it fulfilling its mission? I think, yes, and no. It depends upon the leaders, upon what way it is being done. There are certain definite uses to which it lends itself. We ought to think seriously of it, and decide what uses we think are right. It could be used as a form of amusement for the public to look upon, as entertainment for the public, and it could be used also for training for a future profession, perhaps as physical training, or working toward the stage professionally; it could also be used as play and recreation, and as social enjoyment. I do not believe that those first two are the functions of the playground or the school,—that is, to train children or older people to provide amusement for the public, especially in the case of children. Professional stage life is honorable, but I do not think the function of the playground is to prepare for it. The main difference between folk dancing of the kind I think we really want and the kind I think we do not want is that the right kind of folk dancing does not need an audience. The formations in the kind of dancing we want are the groups, and some of the couple dances, the quadrilles, the circle, two couples dancing opposite each other, or the long rows where partners stand opposite, and progressive dances where the dancers go around the room, passing from one partner to another. Some of the characteristic figures and movements are forward and back, swing the partner, the chain, or figure eight, going over and under, and casting off. The steps are walking, running, skipping, and anyone who can do those has no excuse for not folk dancing. The polka and waltz, the schottische and the mazurka are the most common steps that run through most of the folk dances. The arms should be used as they would be if you were walking down the street, either swinging them or folding them, or locking with the partner, the hands used for clasping in different ways, or to make some motion as beckoning. All the figures and movements and positions have some meaning; they are not artificial. One of the best tests of real dancing is that it is suitable for homely persons, and for poorly dressed persons, and it is charming. The effect is delightful when you can see the thing they are doing is beautiful,^f so that it does not make any difference what they look like themselves. I have seen thousands of people who could never be induced to get up to dance what are called the æsthetic dances,[†] who have been like fish in water when doing the folk dances. One of the difficulties in folk dancing is to get people to leave themselves alone. Some of the movements that people

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make turn the dance into something it was never intended to be,—artificial, such as holding the skirts, lurching the body, or the head, from side to side, and the result is not beautiful. It seems like going such a long way without getting anywhere. There are no more beautiful movements in the world than the body makes when doing things in the simplest and most direct ways.

All Artificial Dancing Ugly

I cannot go on without saying a word about what I think about æsthetic dancing, and what we know as to the art of dancing. The actual fundamental movements that occur often in the art of dancing began as something simple and beautiful, but they have got so far away from the real meaning that I believe they have no virtue. Look at them, and see if you think there is real beauty and truth, and sincerity in them; I don't think anyone will. The movements are not true to life. The reason why they have succeeded is because it is very hard for the human body to do anything without looking well,—that is, if it is a beautiful body. You can see the beauty of the person or the beauty of the dress, and you do not realize what ugly things they are doing; but if you see an ugly person doing those things, then you see very clearly that the movements are not true.

I have some suggestions about the actual dances suitable for different ages. For children there is the carrousel, *I See You, Our Little Girls, Seven Pretty Girls*, and many others. For young girls and boys there are the figure dances, like the *Oxen Dans, Let Us Be Joyful, Seven Jumps*; for boys alone the English morris dances, for girls and boys together, with the social element, dances where one dances with a partner, but most of the time in an open position; for men and women this same group, with some of the couple dances.

Prolong the Childhood of the Girls

In the use of dancing, especially for girls, we ought to help the girl prolong her child life. She is made conscious of herself too early by our civilization. It is her right to be treated as a human being, and it is the most demoralizing thing in the world to teach her to dance and then call in people, and make a show of her. In that way she comes to be on exhibition all her life. The girl shows on Broadway do not have to do with the children on our playgrounds. It is wrong to make girls conscious of their charms, or to think of themselves at all except as healthy human beings. It should be our effort in dancing to have the wholesome, vigorous kinds of dances which have meaning, and which have truth. We have been trusted by the public. This is a great, powerful organization in the eyes of

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people who want wholesome recreation throughout the country, and they are looking to us for leadership. We have responsibilities. What we do must be for good. We must be conservative, and bring forward just the things we are perfectly sure of as great agents for good. Let us guard the children.

RECREATION AND PRISON REFORM*

Spencer Miller, Jr., Deputy Warden, Sing Sing Prison, Ossining,
New York

I wish to express the very deep regret of Warden Thomas Mott Osborne that he could not be here in person to discuss this matter of *Recreation and Prison Reform* before this Congress. Perhaps your only compensation for his absence is that I can say a great deal more about him than modesty would permit him to say about himself. At any rate I am going to say a great deal about him as I regard him as the man who has awakened a great public interest in prison reform all over this country amongst all groups of people.

There is perhaps no group in the community whose assistance we would rather have at this time than the group represented here. We feel as you feel, that the problem of the direction of the child, of the proper organization of child activities, is the most important of the preventive measures in dealing with what we call the "social misfits." You can be most effective in this preventive, this prophylactic work, for it is the boys and girls of today, some of them, who will be the men and women who occupy our prisons of tomorrow. Those whom you so fail to reach and group into community centers and interest in community action where they may feel their community responsibilities will more readily drift into antisocial life. Your efforts in this direction will assist in curtailing the increasing number who are filling our states prisons year after year. We want your cooperation especially at this time when prison reform is blazing a new trail in America.

We feel a certain kindred interest with you who stand for the playground movement in America. For it seems to me that the character of American life depends in large measure upon the character of American play. To twist an old saying, "Show me how a man plays, and I will tell you what kind of man he is." And

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character determines a man's fitness to live in organized society. That is what we of the new prison movement are working for—to build up the self-trust, the self-discipline and the self-respect—the essence of character. That is Mr. Osborne's great drive, and objective.

Seeds of a Criminal

Life Sown in Childhood The seeds of a criminal life are often sown in the childhood days of the Ghetto. It is the story not of one boy but of seventy-five percent of the commitments to our states prisons of New York, as a recent investigation showed, that they started their lives of crime as children. The boy perhaps plays baseball in the city street and is arrested by a policeman and sent by the juvenile court to an institution. He goes in an innocent child and comes out an able crook, and starts to practice his new art learned in the juvenile institution. He is arrested again, and this time is sent to a reformatory which generally doesn't reform. He goes in as a pickpocket perhaps and comes out a burglar and proceeds at once to burgle. He is arrested sooner or later and is sent to states prison—the college of this education in crime. Here he perfects his art and under the treatment of brutality and oppression he comes out to square things with the world—to take revenge on society. He has no intention of going straight. If he has not been treated with brutality he has been treated as a number and not taught to think. I am reminded of the remark made by a prisoner to a good lady who was doing religious work in the prison and asked this man if he had any plans upon leaving the prison: he hesitated a moment and then said, "Yes, two banks and a jewelry store, Miss."

Development of War- den Osborne's Interest in Prison Reform

Some twenty years ago Mr. Osborne who had always been interested in boys became particularly interested in the George Junior Republic serving as the President of the Board of Trustees for some time. There he had an opportunity of seeing this principle of self-government tested in a most interesting and convincing way. In 1904 he made a contribution to the literature of prison reform by his pamphlet on *The True Foundation of Prison Reform* in which he suggested the principle of self-government as the correct one. But the time was apparently not ripe for it. Prison reform needed a leader of vision and courage who would do the revolutionary thing of entrusting this principle of democracy to those inside the walls of the prison. It waited for Thomas Mott Osborne—the Martin Luther of the Prisons.

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You are familiar with the week that he spent in the Auburn Prison as a voluntary prisoner—the prison under whose shadow he had lived and grown up. How he saw a new vision of the prison situation; how at last there came to the men in prison a means by and through whom they could tell the world about themselves instead of what other people thought of them. Those of you who have read his book *Within Prison Walls* will remember how the organization of the prisoners was started—called the mutual welfare league. It was to be an organization of the prisoners by them and for their own reformation. Then came Mr. Osborne's appointment as Warden of Sing Sing on December first 1915 at the suggestion of the then Governor Glynn of New York, and the carrying out of his dream of years at the most difficult prison in America—Sing Sing. The eyes of the world have been turned on this man and his work—for he has achieved. His attack by the grafters and politicians and his subsequent victory over the powers of darkness and evil are to his power and glory. He is, indeed, a man among men—with whom it has been my especial privilege to work.

A Twentieth Century Idea Grapples with Eighteenth Century Equipment We were indifferent to the prisons—we sent men to prison and forgot about them. We never knew that sixty-six percent of the men going out of the prisons in New York were coming back two, three and four times, and even more. Our prison was breeding crime. It was not effecting the cure. If a hospital sent out sixty-six percent of its patients to spread disease we would close it down as a menace to health, but the prison stood with worse results.

The physical conditions under which men live there are significant in their inadequacy. With an equipment which would do justice to the eighteenth century we have still been able to put over a twentieth century idea. Imagine a cell block in which men spent sixteen to eighteen hours a day in cells, six and a half feet long, six and a half feet high and three and a half feet wide, with no direct sunlight and some of the cells so damp in the spring, you can scoop water from the walls into the palm of your hand and so cold in the winter that many of the men go to bed with their clothes on. Do you wonder that thirty percent of the men turned into the outside world had tuberculosis or rheumatism? And men had to be doubled up in these cells at times where they spent Saturday afternoon and Sunday (save for Chapel service) and if Monday were a holiday all day long. Under these

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conditions there grew up an extensive traffic in dope and whiskey,—something to relieve their feelings during those hours and days in these living tombs.

And yet, in spite of the physical handicaps, the absence of any sanitary arrangements, Mr. Osborne has been able to bring about a very different perspective on the part of the men toward the community on the outside. The hours, for instance, have been reversed, and men stay out of their cells sixteen hours and have eight hours in. Saturday afternoons and Sundays they are in the yard and they have recreation every afternoon. They have baseball games, walking, hand ball, swimming and tennis.

These are the means—but one however of developing health perspectives.

With this increased freedom for the men came the criticism of the metropolitan press. Sing Sing was dubbed the "Gentlemen's Clubhouse," the "Amusement Palace up the River" and so on. Some city editors in the wee sma' hours thought up the brilliant idea that prison life was being made so attractive that men would be breaking into prison. Up to the present time we have not been embarrassed that way—and we never shall. Men don't break their legs to go to a hospital. It is confinement which is the essence of punishment, and that is the thing so few people realize, even today, when we say that we punish men by sending them to prison. The old theory was to send them to prison to punish them. The fact is, deprivation of liberty is the punishment, for the great human craving is for freedom.

The Republic of Sing Sing

The problem of organizing men in prison for community action is not always easy. Mr. Osborne's experience at Auburn was invaluable. He had seen that prison reform must come from the men; that the way to organize inside the prison walls is exactly the way to organize outside,—give the men an interest in the management. That may seem startling to those of you who have not followed the experiment at Sing Sing. The men have organized their own community. There are now no keepers in any of the shops, the rule of silence has been abolished, there is not a keeper in the mess hall as of old. The men have their own police, their own court, their own bank, their own newspaper, their own cooperative store. It is the Republic of Sing Sing rather than the old Sing Sing prison. They have their own school system, which has supplanted for the most part the state school formerly held there. There is an auto-

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mobile school with 200 men started through the assistance of Mr. Henry Ford. We have turned out of our automobile school something like thirty men, ten of whom are now working at the Ford factory at Long Island, and are doing well. We have classes ranging from the three R's up to wireless telegraphy. It was suggested that we have a class in the theory and practice of aviation and we were assured by an "old timer" if it were started we would not lack for applicants.

With this organization of the men we have been trying to build up among them a feeling of responsibility to the community, to stimulate and create a real communal voice inside the walls. This I take it is what the recreation centers stand for. We have the acute problem of about twenty-five different nationalities represented in our prison population, fifty percent being Italians. It is a melting pot, though a small one. There we get representatives of the different gangs, from the west side and the east side of New York City, and it is the function of the prison to mould that gang spirit through the enlargement of their gang loyalty into loyalty to the whole prison body, so that each gang will realize that its interests are intimately bound up with the interests of the other gangs, that it is the whole community to which they owe their loyalty. It has been possible because the underworld rests on the idea of the loyalty to one's pal. It has been possible through this enlargement of the loyalty of the different gangs to bring about a real community spirit so that two men who escaped from Sing Sing in 1916 felt that devotion to an ideal that caused them to return voluntarily,—the first and only cases on record in New York State where men who have escaped have returned voluntarily to subject themselves to increased sentence and to all of the public criticism which goes with it.

**The Inmates' Court
Uses Common Sense** The keystone to this prisoners' organization —the Mutual Welfare League—is the inmates' court. Through it we have been able to do away with the rule of the keeper's club. The accused man comes before the court, stands there and pleads before this bar of justice his own case, and instead of being subjected to a punishment of starvation or brutality is deprived by the court of his liberty. The court says if the man cannot conduct himself properly in a space as large as the prison walls, he must have his space contracted to a cell,—where to be sure he now has light and rations, and it works. We have been trying to carry over into prison administration that

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human commodity which is so successful in its workings but is so seldom used,—common sense. It has had marvelous effects.

What, you may ask, is the acid test of this new system? I answer by giving you the remark of Judge Wadhams of the Court of General Sessions, whose court sentences hundreds of men yearly to Sing Sing. "There has come before my court for re-sentence in the last two years but one man who has graduated from Sing Sing under the regime of the Mutual Welfare League." That man was sent to the penitentiary. Whereas of old it was sixty-five percent who returned, now it is but five percent under the Osborne administration at the prison. It has been possible under this organization, through the Mutual Welfare League, to reduce the number of assaults inside the prison walls three hundred percent in a single year; the amount of insanity, which used to be one case a week, today is less than twelve a year. Our commitments to the state hospital for tubercular patients have been likewise reduced over fifty percent by the increase of yard privilege. Truly this recreation has been physical re-creation for these men. They have seen the sunlight. I remember the remark of one old lifer to Mr. Osborne who was working at an honor camp. He said, "Warden, I have been in prison seventeen years, and have not seen the stars until tonight." That was the way of the old prison system. They saw only a bit more of the sun than they did of the stars.

"Liberty Alone Fits Men for Liberty"

Through the Mutual Welfare League we are trying to inculcate the feeling not only of responsibility to the community outside but of contact. We want to make the men feel that if they can keep step inside the walls it will be possible for them upon their release to step into the great industrial march outside. Gladstone in advocating home rule for Ireland before the House of Commons, said "It is liberty alone that fits men for liberty." It is the finest phrase in the language of freedom. That is the keynote of the new order of things at the prison.

Recently we have started a psychopathic clinic at the prison to learn how many men are mentally defective, so that we may deal with them a little more intelligently. In that way we hope to work out a system inside prison walls that may be a guide to the community outside. The world outside should know what percentage of the community are not responsible because they are feeble-minded. Dr. Fernald, that well-known head of the Massachusetts School for the Feeble-minded, once gave a paper before this con-

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gress. He believes and we believe that the causes of crime have not been sufficiently gone into. The old theological idea of the doctrine of original sin has been quite exploded by the new penology. Years ago, when Mr. Osborne was telling about the work of the George Junior Republic, a man said to him, "Why, Mr. Osborne, you talk just as though you thought every boy wasn't born bad." Penology at last is becoming intelligent, scientific and humane.

I want to again express the appreciation of Warden Osborne and of myself particularly for this invitation to come before your congress to say a few words about the function of the new system of prison discipline and the possible place that recreation may play in preventive work. Perhaps I have not stressed the recreation side quite enough. It is most important; you will understand I am sure that we appreciate the great significance of organized play in the life of boys and girls, and the possible preventive effect it may have. Prevention is what we all strive toward nowadays. And so the movement for prison reform goes on hoping to enlist the sympathy of groups such as this. Ours is the problem of educating the public. We feel that when the public has been thoroughly informed about the new system and what it stands for it will enlist ever increasing popular support. It is founded upon the policy of common sense and upon the democratic principle on which Thomas Mott Osborne stands before the world: *humanity first*.

DEVELOPMENTS IN BENNINGTON

That the evolution of the Civic League into the Public Welfare Association has resulted in broader and more effective work is made evident by the recent report of the past year's work. The Civic League, composed of young women, initiated playground work in Bennington and carried it forward until community recreation was provided. At this point a general enlargement and democratization seemed wise, so the new association includes men as well as women, dividing its work among eight departments. Splendid progress has been made by all of these. Among the public celebrations were Hallowe'en and Christmas parties, a semi-historical play *In Old Vermont*, by Dorothy Canfield Fisher, and an outdoor performance of *Julius Caesar*.

EDUCATION THROUGH PLAY AND GAMES*

Report Suggesting Games to Be Used by Schools as Part of Our Educational System

Part of an All-Round Program

The games in the following list are suggested as a part of a program to be undertaken by our schools with a view that the children of this country shall receive all-round mental, moral and physical development. It is assumed that the schools will provide gymnastics, track athletics, manual and industrial training, drawing, singing, storytelling, and the teaching of practical hygiene as well as play and games.

It is further assumed—as it must be in any plan for physical and moral education—that every school will have an adequate playground properly equipped and will make use of athletic fields big enough for the national games, and that the schools, at least in the lower grades, will be furnished with movable desks.

The school itself, however, unless its hours and the length of its sessions are much increased, cannot provide the main part of the child's physical education. It must be not so much the place where the games are carried on as the place where they are taught. The test of a game, accordingly, is not simply the effect of playing it in the school, but its total effect, including the results of its spontaneous use outside.

Besides teaching, it is believed that the schools should ascertain results, through tests both of the child's ability to do things—such as have been suggested by this Association—and also, if possible, of his physical condition.

The requirements of a set of games for the purposes above outlined are:

I. They should develop the child physically, mentally, and morally.

They should be good gymnastically, giving abundant exercise

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Joseph Lee, President, Playground and Recreation Association of America, Secretary

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to the big muscles and being lively and interesting. They should be good socially, involving stress, competition and cooperation. They should appeal to all the major achieving instincts: not only to chasing, fighting, and the team sense, but also to the instincts of rhythm, climbing, construction, nurture—as in school gardening—and the scientific instinct, as in hunting with a camera.

II. They should reach all the children all the time. They must accordingly be adapted:—

To all school ages and both sexes

To different seasons—including, for instance, skating, coasting, swimming, and indoor games—and to vacation time

To different social conditions and environment—including riding, golf, tennis, rowing, birds nesting, and other valuable games and play wherever they can be carried on

To different tastes and abilities. The physically weak or handicapped should be reached by games especially adapted to them, even by sedentary games when necessary. There should be a less exclusive devotion to ball games than at present.

III. They should be practicable, so far as possible such as can be played in the school room and the school yard.

IV. Above all, they should be games that will play themselves, that is to say, that will go not only while the teacher is winding them up, but after she lets go—on the playground, on empty lots, in back yards and in the street, in the afternoon and during vacation.

If we can plant good games, a crop of healthy children will come up.

This is meant as a minimum list of the games that every school system should include. There should be besides in every school a considerable variety of other games.

Teachers should know the fine points of each game.

If the list is correct, or whenever a correct list shall be evolved, then the games included in it should be studied as football and baseball are now studied, that is, really understood. Excellent games are often dropped because the teacher does not know them well enough to bring out the fine points in which their real attraction lies.

Some games, especially for the older age periods, are national or should become so, and ought accordingly to be standardized, but among the games for younger children there are many in which local preferences and customs may be followed to advantage, unless the standard game, when that is evolved, is distinctly superior.

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Some of the dances given, as for example the Highland fling, Czardas and Kamariskaia, can be danced individually by star performers. They should never be so danced by children on the playground or elsewhere.

Administration It is not part of the object of this report to say how, as a matter of administration, physical education can be secured. Three suggestions, however, may be made:

First, competition should be not only between different schools but between different rooms and between small squads of not more than twelve, each with a leader chosen by itself.

There is need of games and events in which a whole room of forty or fifty can contest against another. Relay racing partly fills the place for running. Would a tug of war be good? or a "toboggan race"—*i. e.* all the pupils of each room dragging a toboggan or a board across a line, carrying on it their slower comrades if they think best?

Second, there should be a wide use of fixed standards of achievement, not only of such as have been suggested by this association but of others, including a great variety of tests which each school or school system should for the present work out for itself.

Third, the games and exercises should be adapted to the individual.

No rigid system of physical education will ever succeed with all children. There are, for instance, among boys at least, a small proportion—perhaps six percent—who will not be interested in games, but who will tramp all day over the hills to see a bird's nest. These should be encouraged in their specialty, although also developed on their weak side so far as possible. Other children have defective vision and cannot play ball games. Every child should not only have a game that he likes, but so far as possible a game in which he can excel.

Teachers should talk over with each pupil his whole plan of exercise and advise him, and see that he does something strenuous about every day, preferably in a game. They should take account of work—shovelling, sawing, selling papers, farm work,—as well as play in computing and advising.

EDUCATION THROUGH PLAY AND GAMES

LIST OF GAMES AND PLAYS

I. KINDERGARTEN (in addition to Froebel's kindergarten games)

Singing and dancing games

Ring around a rosey
Farmer in the dell
Oats, peas, beans and barley grow
Mulberry bush
Did you ever see a lassie?
London Bridge

Constructive play

Sand box
Blocks

Mother play

Dolls
House

Apparatus: A bank or inclined plane
to run or roll down
Driving reins, carts,
sticks for hobby horse
Swings
Teeters

Running games

Cat and mouse (singing also)
Drop the handkerchief
Blind man's buff
Tag

II. FIRST TWO GRADES, say 6 to 8 years old

Singing and dancing games

Survivors of the Kindergarten list
Looby Loo
Hickory dickory dock
Marching
Roman soldiers
King of France

Puss in the corner

Blackman, Pom pom pullaway
Hill dill
Cross tag
Wood tag
Follow my leader
Rolling hoops
Roller skating

Dramatics

Dramatize, informally and im-
promptu, fairy stories, scenes from
history, myths
Dumb Crambo
Playing school

Running and hiding games

Hide and go seek
I spy

Jumping games

Leap frog and foot-an'-a-half
Jump rope
Hop scotch

Dances

Swedish clap dance
Carousel
Nixie polka
Bleking (Swedish)
I see you
Gustav Skael (Swedish)
Our little girls
{ Seven pretty girls
{ Seven jolly boys

Ball games and near ball games

Teacher ball
Center catch
Baseball in the form of:
Passing ball
Three old cats
Scrub games
Kicking football
Bean bag board
Bean bag games
Ring toss
Tops

Running games

Cat and mouse
Drop the handkerchief
Fox and geese

EDUCATION THROUGH PLAY AND GAMES

Marbles
 Jackstones
Pulling and pushing games
 Bull in the ring
 Indian pull (catch and pull_tug of war)
 King of the ring
 Old man in the castle
 Tug of war
Climbing
 (Ladders, slides, ropes, poles, rings, tree with ropes)
 Hang tag
 Fence tag
Constructive play
 Sand box
 Clay modelling
 Folding
 Cutting out

Drawing
 Weaving
 Raffia
 Bead work
 Sewing
 Knitting
 Whittling
Nurture play
 Dolls
 House
 Pets
 Home gardens
Winter
 Skating
 Coasting
 Sliding
Summer
 Wading
 Swimming

III. GRADES 3, 4, 5, and 6, say from 8 to 11

Dramatics
 Informally dramatize stories, scenes from history
 Dumb Crambo
 Charades
Dances
 The list for preceding age
 Swedish ox dance
 Irish jig
 Seven jumps (Danish)
 Come let us be joyful (German)
 Crested hen (Danish)
 Sweet Kate
 Bo Peep
 Greensleeves
Running games
 Three deep
 Hill dill
 Stealing sticks (raiding the castle)
 Prisoners' base
 Hip
 Relay races (with bean bags, clubs)
 Potato race
Running and hiding games
 The list for preceding age

Relievo
 Run sheep run
Jumping games
 Leap frog and foot-an'-a-half
 Jump rope
 Hop scotch
Ball games and near ball games
 End ball
 Newcomb
 Dodgeball
 Rounders
 Baseball: Three old cats and scrub
 Long ball
 Indoor baseball
 Playground ball

 Soccer
 Shinney

 Tip cat (cattie, peggie)
 Duck on a rock
Fighting games
 Boxing
 Wrestling
 Poison snake

EDUCATION THROUGH PLAY AND GAMES

Baste the bear	Parchesi
<i>Climbing</i>	Jackstones
(As above)	<i>Nature play</i>
<i>Constructive play</i>	Collections of leaves, seeds, flowers, stones
Clay modelling	<i>Winter</i>
Weaving	Skating
Raffia	Hockey (informal)
Sewing	Coasting
Carpentry	Skiing
Building huts	Snow shoeing
Snow houses, snow men	Gymnastic stunts
<i>Nurture play</i>	Ground tumbling
Dolls	<i>Summer</i>
House	Swimming
Home and school gardens	Rowing
Pets	Sailing
<i>Other quiet games</i>	Toy boats
Checkers	Tennis
Dominoes	

Sex Differences In the age periods so far covered, especially the earlier ones, sex differences should be as far as possible ignored, though there are of course some exceptions, as for instance football and boxing. Basket ball for girls should be by girls' rules and carefully supervised.

IV. GRADES 7, 8, (and 9,) say 11 to 14

<i>Dramatics</i>	<i>Running and hiding games</i>
As above	The survivors of the preceding list
Plays	
<i>Dances</i>	<i>Ball games and near ball games</i>
Their choice of preceding list	Captain ball
Highland fling (boys)	Indoor baseball
Czardas	Playground ball
Kamariskaia	Baseball
Gotlands Quadrille (Swedish)	Volley ball
The Hatter (Danish)	Hand ball
Gathering peascods (English)	Soccer
Bo Peep (English)	Shinney
<i>Running games</i>	Quoits
Three deep	<i>Fighting play</i>
Stealing sticks	Boxing
Prisoners' base	Wrestling
Relay races	Hip
Foot-an'-a-half	

EDUCATION THROUGH PLAY AND GAMES

Constructive play

Sewing
Clay modelling
Carpentry (making boats, bird houses, dog houses, kites, checker boards, checker and chess men)
Making huts

Nurture play

Home and school gardens
Farming
Care of animals
Pets and mascots

Other quiet games

Checkers
Parchesi

Chess

Nature play and excursions

List of birds seen
Collections of leaves, classifying trees, seeds, flowers, stones
Hunting with a camera
Hikes, with cooking
Map making

Winter

List for preceding age
Basket ball

Summer

List of preceding age
Golf

Seasons

Most of the above games except football and shinney are not confined to any special season. The children's preferences should be followed.

Many running games can be played on skates.

Games for Mixed Groups

Boys and girls at this age usually prefer to play separately, but it is often well to have them play together under careful supervision.

The following games are recommended for this purpose:

Dancing	Three deep
Crambo	Hiking
Charades	Boating
Dramatics	Skating
Singing	Prisoners' base
Volley ball (girls against boys)	Long ball
Tennis	Hill dill
Baseball (soft)	Drop the handkerchief

V. HIGH SCHOOL BOYS

At this age the games become more seasonal and are accordingly so divided.

1. *In the fall*

Rugby
Soccer
Hand ball
Volley ball
Lacrosse
Field hockey
Hikes: use bicycle and camera in nature study

Tennis

Golf
Quoits

2. *Winter*

a. *Outdoor*

Skating
Ice hockey
Coasting
Skiing

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Snow shoeing
 Cross country exploration
 Cross country running and hare
 and hounds
 Lacrosse

b. Indoor

Handball
 Volley ball
 Captain ball
 Basket ball
 Relay races
 Gymnastic stunts
 Swimming, life-saving
 Boxing and wrestling
 Wall scaling
 Dramatics: Charades, plays
 and pageants

c. Dancing

Social dancing
 Virginia reel
 Portland fancy
 Other surviving American folk
 dance
 Come let us be joyful
 Butterfly (English)
 Irish jig
 Highland fling
 Czardas
 Kamariskaia
 Bean setting (English Morris
 dances)

Rig O'Marlow (English Morris
 dance)
 Flamborough Sword dance
 (English)
 Ox dance
 The Hatter

3. Spring

Baseball
 Playground ball
 Handball
 Volley ball
 Lacrosse
 Hikes
 Bicycling
 Rowing
 Tennis
 Golf
 Nature work

Summer

Spring list
 Swimming
 Rowing
 Sailing
 Canoeing
 Camping, including signalling,
 cooking, making fire, building
 a shelter, use of axe, mountain
 climbing

For all seasons:

Riding
 Walking

VI. HIGH SCHOOL GIRLS

Fall

Baseball
 Volley ball
 Field hockey
 Tennis
 Golf
 Walks in connection with nature
 study

Winter

a. Outdoor

Skating
 Coasting
 Skiing
 Snow shoeing

b. Indoor

Volley ball
 Captain ball
 Basket ball (not for all)
 Relay races
 Swimming, life-saving
 Dramatics: Charades, plays
 and pageants

Dancing

Social dancing
 Virginia reel
 Portland fancy
 Come let us be joyful
 Butterfly (English)

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Little man in a fix (Danish)	<i>Summer</i>
The Hatter	Same as for boys
Tinkers' dance (Danish)	<i>All seasons</i>
Black nag (English)	Riding
Mag on a tree (English)	Walking
Fjalenas polka	

Spring

Same as for boys, except Lacrosse

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 Suggestions for the amusement of boys and girls, in city or country, out-
 doors or indoors, alone or in groups
 Moses, Irene E. Philips. Rhythmic action plays and dances. Bradley, 1915.
 164 p. illus. \$1.80
 Newell, W. W. Games and songs of American children. Harper, 1903. 282 p.
 \$1.50
 Traditional games and plays handed down from one child to another.
 Parsons, Belle Ragnar. Plays and games for indoors and out. Barnes, 1912.
 215 p. illus. \$1.50
 Rhythmic activities correlated with the studies of the school program
 Plays and Athletics for Virginia Public Schools. Department of Education,
 Richmond, Va.
 Smith, Laura Rountree. Sixty musical games and recreations. Ditson, 1914.
 153 p. \$.75
 Sperling, Harry. The playground book. Barnes, 1916. \$1.80
 Stecher, William A. Games and dances. McVey, 1912. 165 p. \$1.25
 A selected collection of games, song games, and dances for schools, play-
 grounds, boys' and girls' clubs, etc. 2nd revised edition, 1916. \$1.50
 Weir, L. H. and Durham, Estelle F. Practical recreation manual for schools.
 J. A. Churchill, Supt. of Public Instruction for Oregon
 White, Mary. Book of games. Scribner, 1905. 191 p. \$1.00
 A collection of indoor games for all ages

DANCING

- Anderson, John Murray. Social dancing of today. Stokes, 1914. 49 p. illus.
 \$1.00
 How to do the modern dances
 Bergquist, Nils W. Swedish folk dances. Barnes, 1910. 54 p. illus. \$1.50
 Music and directions for the dances
 Burchenal, Elizabeth. Dances of the people. Schirmer. Paper \$1.50; cloth
 \$2.50
 Contains 27 folk dances with music, full directions for performance, and
 numerous illustrations
 ——— Dances of the people; a second volume of folk dances and singing games.
 Schirmer, 1913. 83 p. illus. Paper \$1.50; cloth \$2.50
 Contains 27 folk dances of England, Scotland, Ireland, Denmark, Sweden,
 Germany, and Switzerland. Supplements Volume I.
 ——— Folk dance music. Schirmer, 1908. 54 p. Paper \$1.00; cloth \$2.00
 ——— Folk dances and singing games. Schirmer, 1910. 92 p. \$1.50
 Contains music, full instructions for performance and illustrations of 26
 folk dances used in the Public Schools Athletic League of New York City
 ——— Folk dances of Denmark. Schirmer, 1915. 95 p. illus. Paper \$1.50;
 cloth \$2.50
 ——— Folk dances of Finland. Schirmer, 1915. 87 p. illus. Paper \$1.50;
 cloth \$2.50
 Castle, Vernon. Modern dancing by Mr. and Mrs. Vernon Castle. Harper,
 1914. 176 p. illus. \$1.25

EDUCATION THROUGH PLAY AND GAMES

Describes the steps of the various modern dances clearly for those who have some knowledge of the art

Clapp, Annie Barr, and Bjerstedt, C. G. Swedish folk dances. Annie Barr Clapp, University of Nebraska. Description \$.75; music \$1.50; both \$2.25

Crampton, Dr. C. Ward. Folk dance book. Barnes, 1910. 81 p. \$1.50

For elementary schools, class room, playground and gymnasium. Contains descriptions of and appropriate music for the folk dances used in the course of study in the New York City public schools

—— Second folk dance book. G. S. Schirmer.

—— Folk dances for elementary schools. Barnes, 1913. 82 p. \$1.25

Crawford, Caroline. Dramatic games and dances for little children. Barnes, 1914. 77 p. illus. \$1.50

—— Folk dances and games. Barnes, 1909. 82 p. \$1.50

Contains seven Finnish, eleven Swedish, five Scotch, five English, four German, one French, and six Bohemian dances, with music and instructions, used in folk dancing classes of Teachers College, Columbia University, New York City
Duryea, Oscar. Dance songs of the nations. Church, 1908. 100 p. \$2.00

Words, music, and descriptions of ten dances, one of each of the following: American, English, Spanish, Polish, German, French, Italian, Bohemian, Hungarian, and Japanese

Gilbert, Melvin Ballou. Gilbert dances. Schirmer, 1913. Two volumes. 134 p. each. Paper \$1.50 each; cloth \$2.50 each

These volumes contain a collection of 59 dances; both music and description are included. The "Explanation of Technical Terms" and the description of steps in the "Glossary" add to the usefulness of the volumes

—— School dances. Schirmer, 1913. 36 p. \$1.00

This volume contains 18 dances grouped in three grades. In style they are similar to folk dances, and form an interesting addition to that popular type of dances

Gulick, Luther Halsey. Healthful art of dancing. Doubleday, 1910. 237 p. illus. \$1.40

This study treats of the origin, development, and philosophy of the ancient art of folk dancing, with special reference to its value and adaptability to American life as a physiological, educational, and social factor. Includes an appendix giving a classified list of folk dances suitable for various classes and occasions

Hinman, Mary Wood. Gymnastic dancing. Published by the author at University of Chicago High School, Chicago, Ill. \$2.00

Contains music and a number of folk dances, mostly Swedish

Hofer, Mari R. Popular folk games and dances. Flanagan, 1907. 56 p. \$.75

Fifty-four popular games and dances of different nations, with words, music, and instruction

—— Children's singing games. Flanagan

Kinney, Troy and Margaret. The dance: its place in art and life. Stokes, 1914. 368 p. illus. \$3.50

The fundamental steps, what they mean, how a formal dance, ballet or pantomime is constructed, what makes it good or what makes it poor. Chapters on the Russian ballet and famous schools of dancing in other times and countries
There is also a full section on present-day ballroom dancing

Rath, Emil. Aesthetic dancing. Barnes, 1914. 136 p. illus. \$1.50

Sharp, Cecil J., and McIlwaine, H. C. Country dance book. Gray, 1909. 3 parts. \$1.25 each. Paper \$1.25; cloth \$1.75

—— Morris book. Gray, 1912. 4 volumes. \$1.25 each

A history of Morris dancing with description of dances as performed by the Morris-Men of England

—— Morris dance tunes. Gray, 1912. 10 volumes. \$1.00 each

The music for the Morris dances

THE SCHOOL CENTER AND THE IMMIGRANT

Herman B. Dine, Special Leader, West End School Center, Boston;
Special Agent, Massachusetts Society Prevention of
Cruelty to Children

The Massachusetts Commission on Immigration (1914), in its report on the problems of immigration in Massachusetts, gives us the key-note to the situation before us by recommending that ". . . the public schools in foreign districts shall maintain neighborhood centers, to offer the immigrant . . . children a wholesome substitute for dangerous commercialized recreation, and to older immigrants recreation and fellowship, as well as assistance in considering, in the light of their own experience, our international, national, and municipal problems."

Since the adult immigrant needs indispensably a counsellor and friend upon his arrival to this country, why should not the community, for his own welfare as well as for that of the immigrant, supply this demand and need for friendly and valuable advice and guidance? Cannot the school center adapt itself also to that great need of the immigrant? Herein lies the opportunity of the school center to take the first step that will lead to a thorough Americanization and assimilation of the foreigner. It is clearly within the scope of the center activities to institute a system of advisors and counsellors.

The center should become the headquarters for immigrant vocational guidance and placement bureaus, legal aid, and protectional information. The center manager may help in establishing a system of immigrant advisors and counsellors; this plan would be of the nature of social service, carried to the home of the foreigner. The center should be authorized to obtain all names and addresses of newly-arrived immigrants. The counsellors or advisors should have the power of visiting the immigrant in his home as soon as he arrives, for the purpose of informing him about the ordinances and laws concerning compulsory education, board of health regulations, opportunities for employment and education; in short, all that the immigrant needs to know immediately upon his arrival. This would necessitate the employment of men who know the psychology of the people under their guidance and who can represent the true interests of the community and the state for the purpose of Americanizing the foreigner. This friendly

THE SCHOOL CENTER AND THE IMMIGRANT

"following-up" system, on the principles of our probation system, would be of great importance to the welfare of the new-comers. The confidence of the immigrant would be gained and real education begun.

The adult new-comers must be made familiar with the American social and civic life so that they may be in sympathy with what the various educational agencies are attempting to do for their children, and that the latter may not lose respect for the traditions that the parents revere. The parents cannot adapt themselves easily to the great change in their life; they were accustomed to entirely different social, economic and civic conditions abroad, and, in addition to that, they lack even the medium of language. Furthermore, they do not agree with many fundamental ideas of American education of the young, especially as to play and recreation. They are not mere materialists, but play is regarded by them as a waste of time; and especially if their children later begin to take interest in physical development, the parents grow very much discouraged. Many of them were oppressed by the stronger, and here their children are trying to become strong. In the old country, lack of physical development was a means of securing exemption from military service, while here the child soon begins to regard Jess Willard as a hero! Thus, whatever is done with the immigrant child in the center, the parent must know the aims and reason. But in the education of the child we must see that he adapts and assimilates all that is good in American institutions and yet does not lose the good and ideal that was brought over by the parents from the Old World. Games in which different nationalities take part have a great deal of influence in blending the races. As David Blaustein said: (*THE PLAYGROUND*: Vol. VI, No. 9, p. 334) ". . . through games the parents are made to see new ideals which otherwise they could not see. I therefore maintain that the public schools through recreation centers . . . contribute a great deal to bring about a happy relation between the parents . . . and the child"

In order to ascertain what is being done in the United States in the matter of adapting the work of the various school centers to the needs of the immigrant, letters were sent out by me to all large school center systems in the country, asking them the question—How do you adapt the work of your school centers to the needs of the immigrants in your communities? By examining

THE SCHOOL CENTER AND THE IMMIGRANT

extracts of some of the replies, we can get an estimate of the extent of adaptation of the center activities to the immigrants and their needs:

J. R. Batchelor, Director of the Public Recreational Department of the city of Duluth, writes: ". . . we have one center, in which, after several years work, we have won over the different nationalities. It has been done through the children mostly and it has been hard up-hill work to get any response, but now we have nearly all of the eighteen nationalities in the district represented in the various activities.

"It started with the pupils' exhibitions, they inviting their parents,—this we found a good point of contact. Through such meetings, parents' organizations have been brought about, domestic science, civics and club work: all the result of getting parents out to see their children perform"

J. R. Richards, Superintendent of South Park Community Centers of Chicago, writes in reply to the question of adaptation: ". . . we do that through—

(1) Classes in English and civics

(2) Lectures on industrial subjects, fitting the conditions of the particular community

(3) Health lectures by the health department and associations from the city

(4) Health exhibitions, such as that of the tuberculosis association

(5) Providing headquarters for the infant welfare, and visiting nurses' associations

(6) Organization of music and dramatics among the different racial groups

(7) Exhibitions of the work of foreign children to which the parents are invited"

J. L. Mason, Supervisor of Philadelphia Recreation Centers writes: ". . . Playground influences radiating from these centers do a great deal toward instilling American ideas in these people, especially the children . . . the following nationalities were represented:

Russians	380	German Jews	31
Russian Jews	400	Roumanian "	31
Austrian "	52	American "	34
Polish Jews	47	Portugese "	18

THE SCHOOL CENTER AND THE IMMIGRANT

Turkish	14	Greeks	42
Italians	365	Roumanians	25
Colored	155	Germans	22
Polish	69	English	20
Austrians	60	Irish	19

W. B. Hornbaker, Principal of the John M. Smyth Center of Chicago writes:

" . . . Americanizing the children is comparatively an easy problem. Getting the adult to attend and to take part is a difficult task. The man is tired after his long hours of labor, the woman is weary from the cares of the household and usually a large family. I think I am safe in saying that fully 80% of the attendance consists of persons twenty years of age. We find that concerts, illustrated lectures, motion pictures and entertainments, in which their children take part, bring out more adults than study classes even though conducted in their own language."

In regard to a plan for training for citizenship, J. M. Berkey, Director of Special Schools and Extension Work of Pittsburgh, Pa., writes: " . . . We . . . have already organized four classes in citizenship, two of which are taking the advanced course and expect to qualify for full citizenship in the near future"

E. W. Stitt, District Superintendent of Schools of the City of New York, writes: " . . . We encouraged the formation of clubs among immigrant people, especially those who attend the evening schools from Monday to Thursday inclusive, and therefore, are free on Friday or Saturday night to attend club meetings"

H. O. Berg, Supervisor of Milwaukee Extension Department, writes:

" . . . We are also conducting classes for naturalization preparing for the examination We organize the foreigners into glee clubs, orchestras, ban's, which tie them up with the greatest American institution, the public school. Bi-weekly entertainments are held in these schools where they may mingle with the American born. Civic clubs are organized, some of them carrying on their discussions in the language of the foreigner, but the topics of discussion are American. Parties of foreigners have been organized and taken to the public library, By bringing them in contact with the library, we hope to Americanize them by having them become acquainted with the great disseminator of American ideas"

THE SCHOOL CENTER AND THE IMMIGRANT

The Social Center of the Tri-Cities La Salle-Peru-Oglesby, Ill., writes: "The township has among its population 6,000 Poles, who warmly cherish and preserve the folk-traditions, brought over by them from the old country—a group that can make important contributions to American life, but one that needs some very concrete interpretations of what America really means, if the vitally important process of assimilation is to go forward. With this in mind the center has attempted to enlist the aid of the priest of the local Polish churches with the intent of getting their people to use its facilities The Falcons carry on their drill, marching and apparatus work un'er the supervision and direction of a trained Polish leader. The group has also the use of the club rooms, auditorium and swimming-pool"

An example of a typical school center adapted to the needs of the immigrant, is the West End School Center of Boston, S. M. Schmidt, Manager, 1913-1916 This Center is attended by Jews, 90% of whom are foreign-born and of foreign parentage. The activities of the Center may be divided as follows:

Educational

Neighborhood Forum
Civic and History Club
Fathers' Citizenship Groups
Educational Clubs
Girls' Clubs (Hygiene)
Psychology Group
Meetings of civic, literary and
dramatic clubs (neighbor-
hood)
Junior City Council

Social and Recreational

Social Dancing
Folk Dancing
Chess and Checker Club
New Americans' Social Club
Orchestra
Glee Clubs

This program alone is sufficient to indicate the nature of the work carried on in that center. The neighborhood forum consists of lectures in English as well as in Yiddish. The Yiddish lectures consist of a course in American history, illustrated wherever possible. Questions from the audience and discussion are allowed, language being no obstacle. The audience is thus given a lesson in history as well as in democracy. The average attendance on a Friday evening is 600 and the average age of those attending the lectures is approximately 35 years. In order to appeal to all the older people of the neighborhood, folk songs, under expert leader-

THE SCHOOL CENTER AND THE IMMIGRANT

ship, are sung by the entire audience. Interesting musical programs are arranged and the people are thus given a splendid opportunity for education as well as recreation.

There is a fathers' citizenship club made up of men from 35 to 55 years of age. Methods of reaching the foreigners must be ingenious: advertising is not sufficient. Visits were made to the synagogues and lodges and efforts were not spared in explaining to them the opportunities that the wider use of schools offers them. As a result of the interest taken by the rabbi, although passively, sixty men come twice weekly for lectures in English and instruction in conversational English. The fact that the religiously inclined men come to the center and even wear their skull-caps shows that they are feeling "at home" in the center. Prominent men in the city affairs and politics come to address them in English; though they cannot always understand the entire lecture, their questions in Yiddish to the director of the group show that they grasp the principles. The more ambitious ones are helped in taking out citizenship papers, if there are no age difficulties.

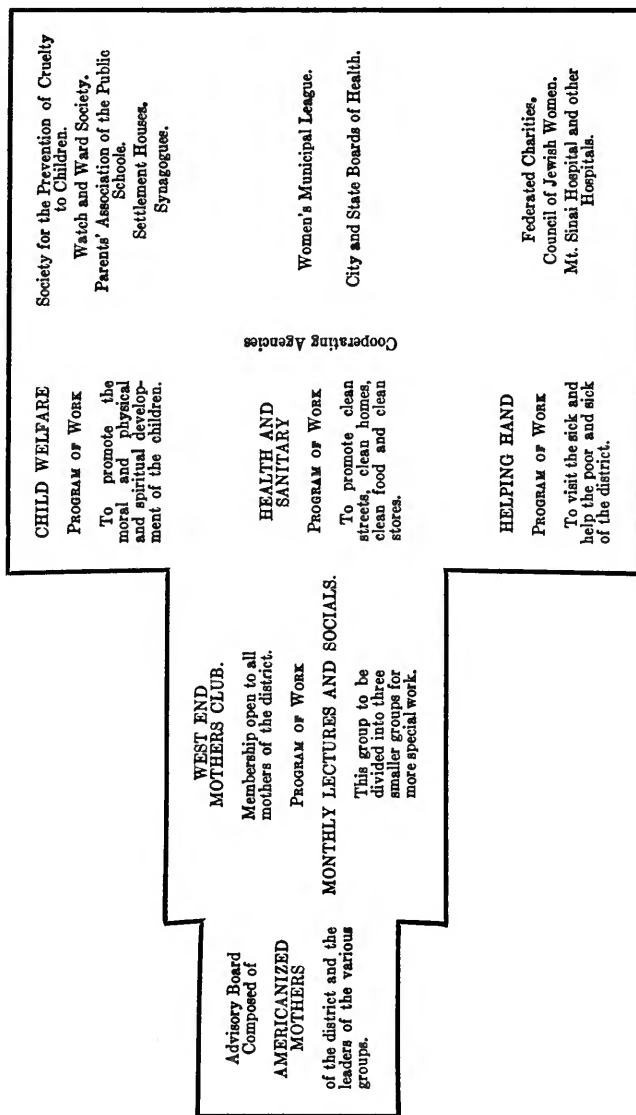
Girls' clubs of a semi-educational nature are conducted; one of them is very enthusiastic about their lectures on personal hygiene given by a woman doctor.

The civic, literary and debating clubs are beneficial to the younger immigrants. They learn parliamentary procedure, democracy and respect for law, self-expression, and self-government, since the clubs have their own officers besides the paid or volunteer leader or advisor.

Social dancing is of course a great attraction. The character of the dancing is much higher than in the commercialized dance-halls, some of the mothers showing their interest by paying occasional visits.

There is further the West End Mothers' Club, an organization of nearly 200 immigrant mothers, who meet monthly for concerts, entertainments and lectures; and also semi-monthly for group meetings, at which the mothers are given opportunity to discuss and to do social work under expert guidance. The following chart indicates the nature of the work carried on by the West End Mothers' Club (see chart appended).

LEADERSHIP IN NEIGHBORHOOD CENTERS



LEADERSHIP IN NEIGHBORHOOD CENTERS

To the Editor:

I am grateful for your comments on "Quicksands." I am somewhat surprised at the picture of the recreation director which

LEADERSHIP IN NEIGHBORHOOD CENTERS

you found in my article. Personally I have not thought of the ideal director as one who would hold himself apart from the neighborhood life, nor as one of a professorial character. In fact, I believe the director of a center should preferably live in the vicinity of his center; at any rate he must have a first-hand knowledge of his people. I do believe that the vigorous attributes you mention are required for the personal leadership of groups. Since the neighborhood center, however, is generally the meeting place of many groups I conceive the work of the efficient director to be not so much that of leading himself the various groups as that of finding leaders for them and keeping them going. It seems to me that the role of the political boss, rather than that of the district political leader, shows some analogy to that of the community center director. According to my notion, a political boss does not work so much by the "hurrah boys method" as by patient study and observation, tactful suggestion and skilful wire-pulling. Certainly these are the methods of the bosses one reads about.

One of the best community center directors I have ever known is not what you would strictly call the red-blooded type of man. Of course, he has plenty of energy and enterprise but his personality is not aggressive or dominating. On the other hand, I know another school center director who is of this type, but I should never select him to run a permanent undertaking. He can get into a locality quickly and set an undertaking going in a short space of time and he does it mainly by the forces of a dominating, or better, a domineering personality. He never has succeeded, however, in building up a solid and permanent organization. Another community center director whom I know well is not the aggressive, robust personality which you have in mind, but he is doing unusually successful work. For the leadership of a monster chorus I am at one with you in the view that there is needed a vigorous, impressive personality, one whose presence would immediately dominate any ordinary situation, but such a one is not the type of man I should pick out for the varied and multitudinous tasks connected with the direction of a large school center.

I believe that the playground demands a somewhat different type of leader than is required for the indoor recreation center. In the outdoor life the groups are larger, on the average, and the form of the organization is usually more tenuous and elastic; the director is more in evidence and has to rely more upon personal force in accomplishing results. In the indoor center, however, the groups

LEADERSHIP IN NEIGHBORHOOD CENTERS

are usually smaller and of a much more diverse character. Furthermore, the indoor center, if it is comprehensive in its activities, entertains a larger proportion of adults, people of middle age, people with settled inclinations and tastes. Those people are not so easily swept along by the contagion of leadership. The successful director has to cater somewhat to their whims and desires. If through the over-persuasive character of his "Let's put on a play," a number of people are brought into a dramatic club who have no real dramatic interest or ability, that club will not have a long and flourishing life. And so it is with the literary club, the debating society, the local improvement association, the chess match, and the reading room, they all need *organizing*, rather than *commanding* ability. The activities put into the community center program must be attractive to the people of that neighborhood or the center will not be well patronized. The smaller the group, the less scope there is for the hypnotic power of a great personality. The leader of a forum, it is true, should be a dominating figure and the actual leaders of all other groups need superiority of personality, at least in their specialty. The director of the center, however, rules more through the intrinsic fitness of his plans to the needs of his clientele than through the vigor of tone and authority of manner with which he announces them. His primary qualifications are a sympathetic and penetrating insight into the nature of human beings and ingenuity in finding and supplying devices whereby it may attain to its finest development.

With appreciation of the broad and tolerant editorial policy you are pursuing, I am

Cordially yours,

(Signed)

Clarence A. Perry

LEADERSHIP IN NEIGHBORHOOD CENTERS

We cannot have vigorous neighborhood centers without vigorous leaders: all through the center vigorous leadership is needed. Democracy is not built up by timid leadership. Leaders are men who see what we think before we think it, not a few months after. The leader interprets the neighborhood to itself.

Neighborhood spirit will be slow to come if we wait for the people of a neighborhood to come together spontaneously. In all our common life when we come together in groups we need a "voice" to give articulate expression to our half-formed desires.

COMBINING ALL-INCLUSIVENESS WITH COMPETITION

Only so far as the head of a neighborhood center and all his assistants have faith enough in themselves and in their people to dare to give the vigorous leadership which sets the groups and the neighborhood free to express itself can there be a strong center.

Any leader who attempts to domineer or even to dominate confesses his own weakness, shows his lack of faith in himself and his group.

Not long ago a recreation worker, when asked if he had provided certain activities, replied that the people had not asked for them, and seemed to consider his responsibility ended. A neighborhood leader asked a group of young men one after another if they would like to try a new game. They were all scornful. Another leader came in, started the game, made it interesting. Soon the young men one after another dropped in and now volley ball is one of the most popular sports for this group.

In one city which I visit, a night lunch wagon has become a real neighborhood institution because the young man in charge, quiet, efficient, has such a personality that all the young men of the neighborhood feel freer when they are with him. He seems to know instinctively just what his crowd wants and is not afraid to give it to them.

The neighborhood recreation centers need more leaders who are men of action rather than academic thinkers, men of warm human qualities interested in men as men, capable of enthusiasm, able to inspire confidence, not afraid to lead. The stronger and truer the leader, the quieter and the more unobtrusive he is likely to be.

H. S. Braucher

COMBINING ALL-INCLUSIVENESS WITH COMPETITION IN ATHLETICS

Joseph Lee, Boston, Massachusetts, President, Playground and Recreation Association of America

In school and playground athletics so far as possible all the members or the inhabitants of the towns or districts involved ought to take part in each competition. The formula, I am pretty sure, is to *combine all-inclusiveness* with *competition*. That is to say, to have pride in the kind of people *we* are, not the kind of people our representatives are, whether the *we* is a nation, a city or a school.

If you could once get the idea that Harvard does not beat

BOOK REVIEWS

Yale unless the average Harvard student is superior in whatever the competition covers than the average Yale student, you will get what I want.

I think to get it thoroughly you would have to get some kind of event in which all actually participate, not merely a performance which requires a long arithmetical process to show its result, like adding lengths of jump, averaging time. A relay race does it for running, and a series of jumps, each beginning where the other left off, would do it for jumping, only it would take about a week to run off the event. A community tug-of-war on a ship's cable a sufficient number of miles long would be good. Also I once had some sheet iron toboggans made which the entire room of the school pulled across the line in competition with another room. Either could carry as many of its number on the toboggan as it thought best, but *everybody* in the room had to get across somehow.

Of course tests and additions are better than nothing.

BOOK REVIEWS

MEMORIAL DAY PAGEANT

By Constance D'Arcy Mackay. Published by Harper and Brothers, New York and London. Price, twenty-five cents

The author strikes her usual dignified note in this pageant, combining patriotic exaltation and dramatic fervor with a simplicity which makes the pageant usable in most communities. One never need fear to have children or adults spend time and effort upon material provided by Miss Mackay.

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A Pageant by Roe Chase presented at the Eastman Stadium, Anoka, Minnesota, by the farm clubs of Anoka county

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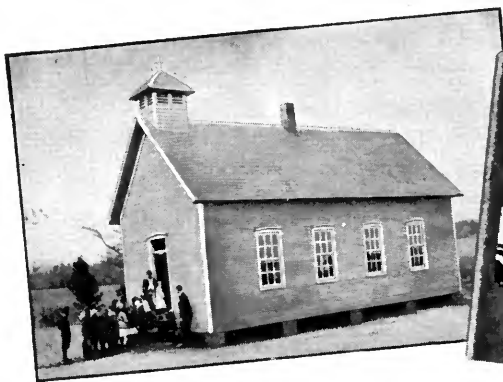
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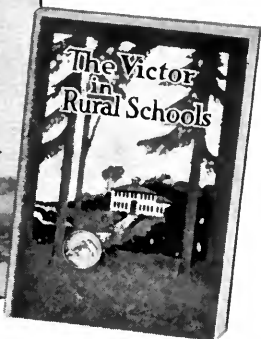
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| 8 Folk Dances and Singing Games | 6 Band Accompaniments for Community Singing |

This list of 102 distinct selections furnishes material for School Marching, Calisthenics, Folk Dances, Writing Exercises, Rote Songs, Teaching Exercises, Ear Training, Nature Study, Folk Songs, Art Songs, Ballads, Duets, Opera Selections, Violin, 'Cello, Flute, Harp, Xylophone, Bells, Orchestra, Band, Stories, and English Literature.

Teachers may obtain a copy of this valuable booklet free at any Victor dealer's; or a copy will be sent upon application to the

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Victor Talking Machine Co.
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A desirable and inexpensive instrument for Rural Schools



Victor

FOR AMERICA

RECREATION CONGRESS

MILWAUKEE, WISCONSIN

NOVEMBER 20-23, 1917

PLAY FOR AMERICA

Work of the Playground and Recreation
. . . Association of America . . .
May 1, 1915 through November 30, 1916

H. S. BRAUCHER

Secretary of the Playground and Recreation
Association of America

I. A FEW OF THE MANY QUESTIONS SUBMITTED

CORRESPONDENCE, CONSULTATION

How can school athletics best be organized?

What plans have different cities followed in celebrating the Fourth of July?

What surfacing is best for the playground which we are planning to run in connection with our new boys' club building?

What is the best plan for an athletic field for the workers in a large factory? How many acres should we have? What equipment? What kind of building?

If we establish playgrounds what will be our liability for accidents?

What pieces of playground apparatus have been found most valuable?

Suggest program and method of conducting a community Christmas tree.

What experience have cities had in providing recreation for mothers and babies?

Please send information regarding mass athletics in public schools.

Suggest a list of games my twenty-eight children can play in our school room which is thirty feet by thirty feet.

Is it advisable to use ground next to the jail for a playground?

What recreation can I provide at noon for 200 children who are forced to spend the noon hour at the school building?

Please suggest a musical program suitable for community singing and tell me how a community singing organization can be effected and supported.

A YEAR'S WORK

What are the significant things for a town to know about its recreational resources and what standard can be set by which the recreation life of a town can be judged?

What is the educational value of pageantry and dramatic play among children?

What color and what sized lights are best fitted for a community Christmas tree?

Please suggest a historical pageant suitable for presentation by seventh grade pupils.

Please give the names of men and women engaged in rural recreation work with whom I can correspond about some of our problems here.

I want to have the girls in my summer camp play more team games. What can I do?

How do you judge babies at a baby show?

Where may I secure archery outfits?

What dangers are there in introducing motion pictures as a regular feature for a neighborhood recreation center?

What space ought we to have on our new school grounds for play?

What cities have municipal theatres? How successful are these theatres?

How may I introduce physical training through play in my school?

Are municipal dance halls advisable?

Please send information regarding municipal bathing beaches.

What games do you suggest that I try for young men in my gymnasium?

What forms of recreation have been found to make the strongest appeal in a neighborhood recreation center in a factory district?

What can be done to secure backyard playgrounds?

Please send some of the latest playground literature to the government official having charge of education in Korea. He will make every effort to further recreation activities in Korea.

Please criticize the recreation ordinance we have drawn up for our city.

What is the best plan for the construction of hand ball courts?

What plans have been followed in running theatres for children?

What can our university do to develop community music and drama throughout the state?

A YEAR'S WORK

How can I best start recreation for the workers in my foundry?

My social service study class wishes to take up recreation. What do you advise?

What recreation development do you advise for a town of 2,500?

What suggestions can you give me for the play life of my boy two and a half years old?

Please give me a list of small towns in the Middle West where successful playgrounds have been conducted.

Please give me a list of questions for a civil service examination for playground positions which I am to conduct.

Please give me a list of playground workers in England whom I can visit.

Please send me information as to plans for bath houses.

What information can you give me regarding plans followed in playground and recreation center work in America which would be of help to the Russian government in planning for Russian children?

What shall I include in my training course for playground workers? (From a recreation secretary)

Give standardized tables as to the amount of athletic equipment such as balls and bats, that should be allowed to a certain number of children on a playground.

Suggest also the life of such apparatus if it is in constant use; for instance, the length of time a basketball will wear used all day and every day.

Please suggest a legislative program for play, recreation and physical education for our state.

No one can read the questions brought to the Association from day to day without realizing how tremendous is the power in the recreation movement waiting to be released. One letter is from a college president; the next is illiterate but shows genuine desire to help, and capacity as well; a mayor wishes material for a paragraph in his annual message; an alderman, working for his district, wishes facts to help him in his little campaign; the governor of a state wants to do what he can, not only for his own state, but for America as well. How can all the fragments of time and desire to help be saved that there may be no waste? To add knowledge and power to desire to help is often to prevent disaster and make possible success. One man reports that a single pamphlet from the Association led him to provide the money for several playgrounds.

A YEAR'S WORK

II. RECREATION SECRETARIES AND PLAY LEADERS

For 178 positions candidates have been suggested. Seventy-five positions have been reported filled through the cooperation of the Association. In twelve months' time, 607 men and women registered as desiring positions in neighborhood recreation center work. Vocational guidance for young men and young women considering recreation as a life work the Association cannot escape.

III. MINIMUM STANDARDS OF PHYSICAL EFFICIENCY

Boys

One hundred and ninety-seven communities in twenty-seven states gave the Association badge tests from May 1, 1915 through April 30, 1916; two hundred and seventeen communities in thirty-one states gave the tests in the seven months from May 1, 1916 through November 30, 1916.

The number of boys winning the badges are:

May 1, 1916 through April 30, 1916	Total	First	Second	Third
	2001	1228	621	152
May 1, 1916 through Nov. 30, 1916	2226	1469	646	111

Girls

The number of girls winning the badges for girls are:

Jan. 1, 1916 through April 30, 1916	Total	First	Second	Third
	30	27	3	...
May 1, 1916 through Nov. 30, 1916	1148	747	365	36

Future citizens to the number of 5,405 have struggled and have finally passed the physical efficiency tests. One boy worked for months every night and morning chinning himself, jumping, running, until finally he was able to win the coveted badge. He thinks the badge is what he has won but his real results are physical stamina and the power to achieve.

IV. THE PLAYGROUND

Through subscriptions and advertising the larger part of the cost of THE PLAYGROUND has been met. Many leaders in the play movement have through the magazine exchanged experiences and made it possible for all of us to do better work. The addresses

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at the Grand Rapids Recreation Congress are being published in
THE PLAYGROUND.

V. PLAYGROUND AND RECREATION ASSOCIATION OF AMERICA AT WORK IN INDIVIDUAL CITIES

One hundred seventy-four American cities received help during the twelve months ending April 30, 1916, from the field workers of the Association; one hundred seventy-two cities during the seven months ending November 30, 1916.

Cities Helped to Secure Year-round Recreation Secretary May 1, 1915 through April 30, 1916

CITY	RECREATION SECRETARY	FIELD WORKER WHO HELPED
Duluth, Minn.	J. R. Batchelor	T. S. Settle
Eveleth, Minn.	A. W. Lewis	L. H. Weir
Lake Forest, Ill.	L. W. Thompson	T. S. Settle
Louisville, Ky.	Frederick Hess	L. H. Weir
Omaha, Neb.	C. H. English	C. F. Stimson
Pittston, Pa.	O. M. Wintermute	T. S. Settle
Portland, Me.	Granville R. Lee	F. R. North
St. Paul, Minn.	J. L. MacBean	C. F. Stimson
Winnetka, Ill.	Harry P. Clarke	T. S. Settle

May 1, 1916 through November 30, 1916

Altoona, Pa.	H. H. Baish	T. S. Settle Rowland Haynes
Fort Worth, Texas	E. M. Vail	T. S. Settle L. H. Weir
Oklahoma City, Okla.	I. Newton Richter	W. W. Pettit T. S. Settle
Oshkosh, Wis.	Arthur S. Hotchkiss	C. F. Weller J. E. Rogers
Williamstown, Mass.	P. O. Osterhus	P. O. Osterhus

Preventing Setbacks

To prevent a recreation system from being discontinued, to prevent the neighborhood centers from being crippled in their work, is just as vital as to establish a new recreation system. Many cities with recreation systems established have received help at critical times to make sure that there should be no setback in their work.

A YEAR'S WORK

More and more of the time of the field secretaries is given to cities desiring to extend the year-round recreation facilities already established and secure higher standards.

Field Notes

CHARLESTON, W. VA.

The School Board of Charleston, W. Va., has voted to create a special department of physical education and recreation with a recreation secretary in charge. (E. Dana Caulkins, Field Secretary)

PEORIA, ILL.

A recreation commission has been established in Peoria, Ill., following the campaign of James Edward Rogers.

ALTOONA, PA.

By a vote of eight to one, the School Board of Altoona, Pa. created a recreation department and employed a recreation secretary. (T. S. Settle, Field Secretary)

COATESVILLE, PA.

On November 1, 1916, Coatesville provided for a bond issue to secure play space by a vote of nine hundred and five for the bond issue and four hundred and seventeen against. It is expected that steady progress will be made in Coatesville in working out a comprehensive recreation department. (T. S. Settle, Field Secretary)

BETHLEHEM, PA.

The outlook for complete success in the campaign for a recreation system for Bethlehem is very encouraging because of the extremely hearty support which the community program is receiving from Charles M. Schwab. The preliminary organization for the campaign for community work for Bethlehem was started at a banquet to eight hundred men given by Mr. Schwab. (C. F. Stimson, Field Secretary)

LOUISVILLE, KY.

The Park Board of Louisville, Ky., sought L. H. Weir's help in working out better plans for the recreation in charge of the Park Board. Mr. Weir's report was unanimously accepted by the Board of Park Commissioners and the Association is informed that steps are being taken to carry out his principal recommendations.

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INDIANAPOLIS, IND.

Mr. Weir has been engaged in a special study of the recreation facilities provided by industrial establishments in Indiana.

This study will be a part of a general vocational survey of Indiana. A large number of employers in Indiana wish to know how they can help their workers to secure adequate opportunities for recreation.

BAYONNE, N. J.

The Park Commissioner of Bayonne and the Recreation Committee of the School Board, working together, have arranged for three of the schools to be opened immediately as social centers with the idea that this winter work shall be extended so that Bayonne shall have a year-round program for recreation. (V. R. Manning, Field Secretary)

Twelve Months with a Field Secretary

A Year's Work for Community Play

Perhaps there is no better way to see the field campaigns of the Association than to follow a single field secretary for twelve months. A man who followed Mr. Settle's work for one year prepared the following statement:

In Altoona* and West Chester, Pennsylvania campaigns have been started by Mr. Settle; fundamental work has been done in Grand Forks, North Dakota; Lackawanna, New York; and Kalamazoo, Michigan. Brief visits to render emergency help have also been made to a number of cities.

Pittston, Pennsylvania, with a population of about 17,000, through its post office serves 60,000. It is the shopping, trade, and industrial center for a population several times its own. Rich as the greater Pittston is in natural wealth, it is not yet so rich as it will be in provisions for enriching the life of its citizens. The City Planning Commission brought Mr. Settle to Pittston. The plans suggested by Mr. Settle, worked out in cooperation with many, were unanimously adopted, and a recreation secretary appointed to have responsibility for the playgrounds, the gardening, the supervised bathing beach, play and physical education as a part of the

* Since the report for twelve months was presented, Altoona has established a recreation system.

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school curriculum and city-wide activities, such as band concerts.

Lake Forest, Illinois, requested eight weeks of field service to organize a year-round system of community play. Only fifty minutes from Chicago, Lake Forest is the summer home of many prominent Chicago citizens. Mr. Settle worked with both the summer and permanent groups. The need was to secure through trained leadership the maximum use of the excellent facilities for recreation: the parks, lake shore, the school buildings, the public library, neighborhood theatre, and the equipment of the Lake Forest College and Academy. The budget of the Park Board was increased from \$3,500 to \$5,000. Later a plan was worked out for play under leadership in the parks and on the play field, for supervision of swimming beach activities, in summer, and of the skating rink in winter, a system of play and physical education in the public schools and the use of the buildings as indoor centers, for community Christmas trees, tennis tournaments, the celebration of holidays. The budget of \$2,360 for recreation meant a per capita cost of less than seventy-one cents for the year. The field secretary helped Lake Forest to find a recreation secretary.

Winnetka, Illinois, Mr. Settle found, already had physical education in the schools, a "Community House," carried on by all the Protestant churches, a supervised swimming beach, a forty acre tract of park land was about to be developed. Though the population is only 5,000, though Winnetka is a suburb of Chicago, yet the spirit is progressive and there is active civic interest. The leaders, unusually efficient, were eager to insure the best civic development. Four independent governmental agencies cooperated wholeheartedly. To-day a recreation secretary is permanently employed by the Park Board and the School Board to have charge of a system including four summer playgrounds, an indoor center, three community skating rinks, and the newly developed play field at Skokie Park.

Yes—the field secretaries who lead such campaigns as these are paid salaries, but their real pay is in the joy of achievement, in the satisfaction of seeing wrought in city after city the miracle of community revival.

A YEAR'S WORK

VI. RECREATION CONGRESS

Grand Rapids, Michigan, Oct. 2-6, 1916

Five hundred and six delegates were present in addition to two hundred and eleven registered delegates from Grand Rapids. One hundred and seventy-eight cities were represented. Four delegates came from California.

All the recreation associations and the recreation commissions, the recreation secretaries and more than one thousand men and women in addition were given an opportunity to help shape the program.

One hundred and fifty-seven men and women from Grand Rapids served on committees which worked for the success of the Congress.

Information about the Congress was sent to a selected list of twenty-two thousand persons.

The following men sent out letters regarding the Congress:

Honorable Newton D. Baker, Secretary of War
Honorable James W. Wadsworth, Jr., Senator from New York State
Honorable William Kent, Congressman from California
Cardinal Gibbons
Honorable R. L. Beeckman, Governor of Rhode Island
Honorable J. A. A. Burnquist, Governor of Minnesota
Honorable Arthur Capper, Governor of Kansas
Honorable E. F. Dunne, Governor of Illinois
Honorable W. N. Ferris, Governor of Michigan
Honorable T. W. McCall, Governor of Massachusetts
Honorable J. H. Morehead, Governor of Nebraska
Honorable Emanuel L. Phillip, Governor of Wisconsin
Honorable Frank B. Willis, Governor of Ohio
Honorable Martin G. Brumbaugh, Governor of Pennsylvania

Through the influence of these men many have been led to give more thought to the value of play, athletics and the general recreation program.

Eighty persons spoke at the Congress. No single feature added more to the Congress than the singing by the delegates. The dele-

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gates themselves played the games and tried the badge tests. The president of the Association qualified for the second badge.

The watchword for the Congress was, "For America."

VII. CONTRIBUTORS

The tenth anniversary year has been one of notable growth because of the generous support of about five thousand members, and the devoted personal service not only of the paid workers but of many volunteers.

Among the public-spirited men and women who have helped build up the work by securing funds for the Association are:

CONNECTICUT

Greenwich	John Maclaren Richardson
Bridgeport	Mrs. A. A. Anderson
Hartford	Louis R. Cheney
Hartford	Mrs. Charles A. Goodwin
Hartford	Walter L. Goodwin
Hartford	William J. Hammersley
Hartford	Mrs. Appleton R. Hillyer
Naugatuck	Harris Whittemore
New Haven	Dr. E. H. Arnold
New Haven	Henry W. Farnum
New Haven	Prof. Irving Fisher
New Haven	Col. Isaac M. Ullman
Norwich	Mrs. Charles L. Hubbard
South Manchester	Charles Cheney
South Manchester	Howell Cheney

DISTRICT OF COLUMBIA

Washington	Mrs. Julian C. James
Washington	Arthur C. Moses
Washington	F. L. Siddons
Washington	John Van Schaick, Jr.
Washington	Mrs. James W. Wadsworth, Jr.
Washington	S. W. Woodward

ILLINOIS

Chicago	A. L. Baker
Chicago	Charles L. Hutchinson
Chicago	Gertrude Howe Britton
Chicago	E. B. DeGroot
Evanston	Edith Mitchell Ennis

A YEAR'S WORK

INDIANA

Fort Wayne
Indianapolis
Indianapolis
Richmond
South Bend
South Bend

Dr. L. Park Drayer
Mrs. John Worth Kern
H. McK. Landon
Timothy Nicholson
John R. Haughton
Clement Studebaker, Jr.

KENTUCKY

Louisville

E. S. Tachau

MARYLAND

Baltimore

William F. Cochran

MASSACHUSETTS

Beverly
Beverly
Boston
Boston
Boston
Boston
Brookline
Springfield
Springfield
Springfield
Springfield

Roland W. Boyden
Robert Robertson
Frances G. Curtis
Joseph Lee
Mrs. Charles E. Mason
Mrs. J. J. Storrow
Desmond FitzGerald
Stanhope E. Blunt
Henry H. Bowman
George Dwight Pratt
M. Louise Stebbins

MICHIGAN

Detroit
Detroit
Detroit
Detroit
Grand Rapids
Grand Rapids

Fred M. Butzel
Frederick H. Holt
Wilfred C. Leland
Eugene W. Lewis
Charles W. Garfield
Clay Hollister

MINNESOTA

Minneapolis
St. Paul

C. C. Webber
Carl Rothfuss

MISSOURI

Kansas City
Kansas City

Thornton Cooke
C. G. Hutcheson

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Kansas City
St. Louis
St. Louis
St. Louis

Howard McCutcheon
Dwight F. Davis
Horace M. Swope
Emil N. Tolkacz

NEBRASKA

Omaha

H. Gifford

NEW JERSEY

Atlantic City
Camden
Englewood
Hoboken
Montclair
Newark
Plainfield
Plainfield
Trenton
Orange
E. Orange

A. T. Bell
Wilbur F. Rose
Mrs. Frank M. Chapman
C. A. Burhorn
Mrs. E. P. Earle
Franklin Murphy
Henry L. deForest
Hugh F. Fox
Newton A. K. Bugbee
C. C. Goodrich
Mrs. Thomas A. Edison

NEW YORK

Buffalo
Buffalo
Buffalo
Buffalo
Buffalo
Mt. Vernon
Newburgh
New York
New York
New York
New York
New York
New York
Port Chester
Rochester
Rochester
Rochester
Yonkers

F. F. Cooke
Adelbert Moot
Henry A. Richmond
Jacob J. Stein
H. L. Taylor
Mark D. Stiles
S. V. Schoonmaker
Henry P. Davison
Milton S. Erlanger
John H. Finley
Gustavus T. Kirby
Sam A. Lewisohn
Mrs. Herbert L. Satterlee
William L. Ward
Joseph T. Alling
Henry E. Kirstein
Mrs. Harper Sibley
Leslie P. Sutherland

OHIO

Cincinnati

Max Senior

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Cleveland
Cleveland
Columbus
Columbus

Samuel Mather
Munson Havens
Fred Lazarus
W. O. Thompson

PENNSYLVANIA

Harrisburg
Philadelphia
Philadelphia
Pittsburgh
Pittsburgh
Pittsburgh
Pittsburgh
West Chester
West Chester

J. Horace McFarland
Clarence M. Clark
Mrs. Louis C. Madeira
Mrs. Samuel A. Ammon
H. W. D. English
Walter A. May
Benjamin Thaw
Jane R. Baker
Plummer E. Jeffries

RHODE ISLAND

Pawtucket
Peace Dale
Providence
Newport

Mrs. Charles O. Read
R. G. Hazard
Mrs. R. L. Beeckman
Mrs. John Nicholas Brown

VIRGINIA

Richmond
Richmond

Frank W. Duke
L. McK. Judkins

WEST VIRGINIA

Wheeling
Wheeling
Wheeling

Anne M. Cummins
Mrs. Julian G. Hearne
Mrs. George A. Laughlin

WISCONSIN

Milwaukee
Milwaukee
Milwaukee
Whitewater

Mrs. Charles W. Norris
Carroll G. Pearse
E. L. Richardson
Mrs. D. O. Kinsman

VIII. PLAYGROUND FACTS, 1916

Forty-one cities during 1916 established playgrounds and neighborhood recreation centers for the first time.

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Seven thousand one hundred twenty-two workers were employed in four hundred fourteen cities.

\$4,234,718.45 was expended for playgrounds and neighborhood centers in 1916.

Recreation buildings in thirty-eight cities have a total valuation of \$4,093,525.

Bonds for recreation to the amount of \$2,009,500 were issued in twelve cities.

Six hundred seventy-five playgrounds and neighborhood recreation centers were open the year round.

In sixty-three and eight-tenths per cent of the cities carrying on playgrounds under leadership, the administration is municipal.

IX. PLAY AND RECREATION IN 1917

The figures recently made public as to the large number of men in America physically unfit have aroused thoughtful men. Thousands who have the interest of the country at heart have been startled that out of 11,012 men who applied recently at a single station to enlist in the United States Marine Corps only 316 were able to pass the required examinations,—only 29 out of every 1,000, one out of every 35. The officer in charge tells us that the largest percentage of rejections was because of physical shortcomings. The Surgeon-General of the Navy reports that sixty-nine and eighty-two hundredths per cent of the men applying to enlist in the Navy and Marine Corps in 1915 were rejected for physical defects.

Many citizens, even when opposed to military preparedness, recognize the necessity of giving our boys and girls an opportunity to grow up physically fit. Within the next two years it is probable that several states will pass compulsory physical training laws for school children, providing a subsidy from the state to meet part of the expense for the play leaders required.

School superintendents throughout America are considering how play can be used as a means for education in the school system. The influence of the demonstration play school conducted at the University of California by Professor Clark W. Hetherington and Mrs. Hetherington will be felt more and more as the years go on. Though neither the Gary plan nor the University of California plan, nor any other special plan be followed, yet there will be constant attempts this year to apply the play principle in preparing boys and girls for life through our school systems.

The play centers are becoming more truly neighborhood centers.

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X. TEN YEARS OF PLAY

Thirty years ago in 1886, the first playground in charge of a play leader was established in Boston, Massachusetts. Up to 1900, nine other cities had established playgrounds as nearly as can be told from the reports received at the office of the Playground and Recreation Association of America: Chicago in 1893, Philadelphia in 1894, Pittsburgh in 1896, Baltimore in 1896, Hartford in 1897, New Haven in 1897, New York City in 1898, San Francisco in 1898, Albany in 1899.

During the six years from 1900 to 1906 when the Playground and Recreation Association of America was established, twenty-six cities established playgrounds, an average of four cities a year. In 1900 the following cities took up the playground movement: Portland, St. Louis, Brattleboro, Buffalo; in 1901, Covington, Lexington, Springfield, Detroit, Nashville; in 1902, Washington and Montclair; in 1903, Louisville, Waltham, St. Paul, Rochester, Utica, Homestead, Montreal; in 1904, Westbrook, Me. and Richmond, Va.; in 1905, Los Angeles, Santa Barbara, Atlanta, Youngstown, Reading, Halifax; in 1906, Denver, Naugatuck, Wilmington, Leavenworth, Milton, Mass., Newton, Salem, Minneapolis, Orange, Providence. In the four years following the founding of the Playground and Recreation Association of America, eighty-three cities established playgrounds, an average of twenty-one a year, five times as many a year as in the six years preceding. In 1910, thirty-five cities followed. In 1911, forty; in 1912, forty-three; in 1913, seventy, making an average for these four years of forty cities a year. During 1914, 1915 and 1916, 166 cities established playgrounds, an average of fifty-five a year, so that the rate of increase during the last three years has been nine times the rate which prevailed during the six years preceding the establishment of the Association. The total number of cities now having playgrounds is about 480.

At the close of the first year's effort on the part of the Association, on June 18, 1907, there were 189 regular members of the Association. At the close of the tenth year of the Association, the number of members is about 5,000, an increase of about 2500 per cent. At the close of the first year's work, the receipts had been \$2,164.50; at the close of the tenth year, \$115,455.24, an increase of 5500 per cent.

The growth in the wealth of the playground movement during

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the ten years, however, has not been in the increase in sand bins, swings, teeters, slides, swimming pools, recreation buildings. Millions of dollars have been spent each year for physical equipment. The wealth of the movement today is rather in the men and women who have been found and who have been trained as play leaders and as workers for the playground movement. A conservative estimate of the men and women throughout America today working for a better play life for America, places the number at 60,000. Many of these men and women are today veterans who have served through a ten years' campaign. They can do now what was impossible for them ten years ago. An atmosphere, a background has been created which makes achievements possible during the next ten years which could not be brought about but for the past.

Leaders like Joseph Lee, William Kent, Robert Garrett, Gustavus T. Kirby, Henry P. Davison and many others, because they have seen the results wrought by the play leaders of the country during the last ten years, are ready as members of the Board of Directors of the National Association to serve as they could not serve otherwise.

The wealth that is to come to the play movement during the next ten years as during the last ten years will consist in large measure in the men and women discovered and trained. Each man serving in any position in the play army owes it to the movement to help to find and train men stronger than himself, so that when the time comes when he must lay down his task, a stronger man shall be ready to take it up.

Ten years ago in Washington, eighteen men and women gathered to establish the Playground and Recreation Association of America. These men and women, whom all recreation workers honor, are: Dr. Luther H. Gulick, Dr. Henry S. Curtis, Dr. Seth T. Stewart, Dr. Myron T. Scudder, Hon. H. B. MacFarland, Charles F. Weller, Dr. Geo. M. Kober, Wm. H. Baldwin, Wallace Hatch, Mrs. Frank Jerome, Mrs. Samuel Ammon, Sadie American, Beulah Kennard, Mary E. MacDowell, Dr. Rebecca Stonerod, Mari R. Hofer, Amalie Hofer, Ellen Spencer Mussey.

The Association has been fortunate in having but two presidents and in having two such presidents: Luther Halsey Gulick and Joseph Lee. During the ten years of its existence, the Association has had as its Honorary President, Theodore Roosevelt. Time after time as Jacob Riis came to the office of the Association he spoke of his pride that on the letter head of the Association his

A YEAR'S WORK

name as Honorary Vice-President was printed side by side with that of Theodore Roosevelt. The Association has also been fortunate in the inspiration and the leadership of Jane Addams. The Association owes much to the genius of its first secretary, Dr. Henry S. Curtis. In the early days many were drawn to the Association by the winning personality of its first field secretary, Lee F. Hanmer.

The whole course of the play movement during the last ten years has been changed because a big-hearted man who cares for the children in America, who is unwilling to have his name known, surprised the leaders in the Association by sending in a check for \$25,000, thus setting the time of many men free to secure playgrounds for the children of America.

The play movement in America has not been a one-man movement. It has been a big cooperative undertaking in which many hearts and many heads and many hands have all been united, so that together a wonderful structure has been built, little by little, day by day. The exhibit of the Association today is seen in the men and women throughout the country who with unrivalled devotion give their best strength to it.

At first as men looked out upon the crowded city streets, they thought of the play movement as a space problem. Even at the earlier meetings at Chicago and New York, there was, however, much emphasis upon the necessity and the value of leadership. When the Pittsburgh Play Congress met in 1909, city governments were beginning to consider the maintenance of playgrounds a regular municipal function. When the leaders assembled in Rochester, New York, the cities throughout the country had begun to think of play, not only for the children, but for the young people and for the entire family. At the meetings held in Washington and Cleveland, men and women spoke more and more of the neighborhood. They began also to talk more about rural as well as city play. That play centers should be open throughout the year had been accepted as a matter of course. At the Richmond gathering and at the meetings since, there has been more thought as to the part which play has in forming neighborhood life, in bringing about community spirit in the city; until finally at the Grand Rapids Congress, men and women throughout America gathered to think what play *can* do for the nation, for America, and for the world.

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WORK COST

For the Year Ending April 30th, 1916

FIELD WORK

Salaries	\$30,590.13
Travel	11,582.91
Rent	337.04
Postage	2,123.31
Writerpressing	1,039.74
Stationery	1,407.49
Printing	160.77
General Expenses	989.06

\$48,230.45

CONSULTATION

Salaries	\$ 1,438.61
Rent	177.55
General Expenses	119.48

1,735.64

CORRESPONDENCE

Salaries	\$ 2,682.09
Rent	268.97
Postage	427.41
Writerpressing	59.61
Stationery	343.04
Furniture	171.98
General Expenses	526.36

4,479.46

EMPLOYMENT

Salaries	\$ 570.93
Writerpressing	11.90
Postage	45.00
Rent	152.57
Stationery	36.25
General Expenses	64.39

881.04

ANNUAL MEETING

Salaries	\$ 590.50
Travel	250.03
Postage	90.00
Writerpressing	85.26
Stationery	30.00
Printing	76.14
Furniture	14.75
General Expenses	107.80

1,244.48

THE PLAYGROUND

Salaries	\$ 854.28
Rent	86.16
Postage	225.00
Writerpressing	94.42
Stationery	35.50
Printing	1,853.18
Cuts	125.37
General Expenses	156.38

3,430.29

A YEAR'S WORK

BADGES

Salaries	\$ 92.91
Badges	1,226.91
Postage	12.00
Writerpressing	7.15
Stationery	5.00
Printing	17.50
Furniture	22.00
General Expenses	17.23

1,400.70

LANTERN SLIDES

Salaries	\$ 85.41
Postage	6.00
Lantern Slides, Cuts and Photographs	128.60

220.01

PRINTED MATTER

Salaries	\$ 759.41
Rent	85.50
Postage	125.00
Printing	157.23
General Expenses	149.67

1,276.81

COMMITTEES

Salaries	\$ 601.67
Travel	125.00
Postage	18.00
Stationery	20.10

764.77

YEAR BOOK

Salaries	\$ 288.33
Postage	108.15
Writerpressing	51.88
Stationery	45.00
Printing	36.25
General Expenses	2.21

531.82

SECURING CONTRIBUTIONS AND

PLEDGES FOR SUMMER WORK OF 1916

Salaries	\$ 6,323.83
Rent	289.04
Postage	1,250.68
Writerpressing	548.71
Stationery	356.95
Printing	38.06
General Expenses	762.92

9,570.19

Total\$73,765.66

WORK COST

For the Seven Months Ending November 30, 1916

FIELD WORK

Salaries	\$24,336.96
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A YEAR'S WORK

Travel	\$ 9,064.56	
Rent	907.66	
Postage	373.33	
Writerpressing	102.78	
Stationery	246.53	
Printing	69.50	
Furniture	217.85	
General Expenses	1,867.11	
		<hr/>
		\$37,186.28
CONSULTATION		
Salaries	\$ 1,124.72	
Rent	341.05	
General Expenses	289.17	
		<hr/>
		1,754.94
CORRESPONDENCE		
Salaries	\$ 2,572.95	
Rent	582.18	
Postage	224.95	
Writerpressing	6.73	
Stationery	284.60	
Furniture	240.53	
General Expenses	360.29	
		<hr/>
		4,272.23
EMPLOYMENT		
Salaries	\$ 138.41	
Postage	30.00	
Rent	60.83	
Printing	12.00	
General Expenses	9.64	
		<hr/>
		250.88
RECREATION CONGRESS 1916		
Salaries	\$ 3,970.24	
Rent	240.29	
Travel	1,576.82	
Postage	923.94	
Writerpressing	473.74	
Stationery	474.99	
Printing	727.30	
Furniture	130.27	
General Expenses	1,604.54	
		<hr/>
		10,122.13
RECREATION CONGRESS 1917		
Salaries	\$ 227.78	
Travel	160.30	
		<hr/>
		388.08
ANNUAL MEETING 1916		
Postage	\$ 50.00	
Stationery	30.00	
Printing	11.25	
General Expenses	10.00	
		<hr/>
		101.25
THE PLAYGROUND		
Salaries	\$ 613.70	
Rent	136.86	

A YEAR'S WORK

Postage	125.44	
Writerpressing	27.34	
Stationery	77.40	
Printing	846.80	
Furniture	75.00	
General Expenses	113.32	
		2,015.86
BADGES		
Salaries	\$ 59.38	
Badges	50.70	
Postage	219.00	
Writerpressing	68.26	
Stationery	48.00	
Printing	211.50	
General Expenses	26.60	
		683.44
LANTERN SLIDES		
Salaries	\$ 128.33	
Postage	3.50	
Lantern Slides, Cuts and Photographs	46.16	
		177.99
PRINTED MATTER.		
Salaries	\$ 186.35	
Rent	162.93	
Postage	75.00	
Printing	171.22	
General Expenses	189.78	
		785.28
COMMITTEES		
Salaries	\$ 365.07	
Travel	100.00	
Postage	10.12	
		475.19
YEAR BOOK		
Salaries	\$ 147.38	
Postage	75.64	
Writerpressing	36.88	
Stationery	60.25	
Printing	21.20	
General Expenses	2.25	
		343.60
Total		\$58,557.15

THE YEAR BOOK

PLAYGROUND AND RECREATION ASSOCIATION OF AMERICA

PLAYGROUND FACTS

In gathering facts for the Year Book in regard to work conducted during the year 1916, correspondence was carried on with 1,891 cities. Of this number only 971 sent information regarding conditions in their communities. Though many facts of interest were reported, it has been possible to list in the Year Book table only those cities whose reports indicated that play leaders were employed.

Eighty-six cities whose reports were published in the 1915 Year Book have not yet sent the facts for this year. It is probable that at the very least 66 of these cities are continuing their work. Reports, partial and complete, were received this year from 414 cities maintaining playgrounds and neighborhood recreation centers under leadership. A conservative estimate of the number of cities maintaining such centers is, therefore, 480.

During the year ending November 1, 1916, the 371 cities sending reports complete enough for publication maintained 3,140 playgrounds and neighborhood recreation centers. In addition to these cities whose work appears in the statistical table, 43 communities, who sent partial information, reported on 130 centers, making a total of 414 cities maintaining 3,270 centers under leadership.

MANAGEMENT

Municipal

The Year Book returns for 1916 show an even greater tendency than did the figures for 1915 toward the municipal control of playground and neighborhood center work. The reports of administration and management indicate that in 237 of the 371 cities sending information, playground and recreation work was administered wholly or in part by some department of the municipality; that is 63.8% of the total number of cities have some form of municipal control as against 57% in 1915.

In 42 cities playgrounds and neighborhood recreation centers were maintained by playground or recreation commissions; in 14,

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by playground and recreation departments or divisions of recreation. In 70 cities school boards carried on playground and recreation center work; in 31, park boards; in 9 cities city councils or boards of selectmen conducted the work. Other municipal departments managing recreation work were: departments of public welfare operating in 2 cities, departments of parks and public property in 3, and municipal playground committees in 8.

A number of cities reported a combination of municipal departments in the administration of the work. In 10 cities park departments and boards of education were associated; in 4, boards of education and boards of recreation; in one, the board of education and city; in one, the department of parks and playgrounds, board of education and board of health; in 4, the city and school boards; in 2, the park departments and boards of recreation commissioners; in 3, boards of public works and other city departments.

Private

In 45 cities playground and neighborhood recreation center work was conducted by playground and recreation associations and leagues; in 18, by women's clubs; in 15, by civic clubs and associations; in 5, by improvement clubs; in 7, by parent-teachers' associations and home school leagues; in 12, by Y. M. C. A.'s; in 1, by the Y. W. C. A.; in 1, by a playground committee; in 1, by the public athletic league; in 10, by social service leagues, public welfare associations, relief associations, community councils and allied organizations. In 6 cities industrial plants carried on the work; in 2, chambers of commerce; in 2, private endowments; in 3, private individuals. In 2 cities a combination of private organizations was responsible for the work.

Municipal and Private

A combination of municipal departments and private organizations was reported in a number of cities. In 5 cities the board of education combined with mothers' clubs and teachers' associations; in 2, with playground associations; in 3, with Y. M. C. A.'s; in 13, with civic associations, boards of trade and other private organizations. In 5 cities the park department united with the playground association and other private organizations in conducting the work; in 5 cities a combination of city departments and private organizations was responsible for the work.

ORGANIZATION

The information in regard to forms of organization shows a number of communities where existing playground and recreation

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commissions are not yet conducting work, or which act in an advisory capacity to city departments or organizations which carry on work. A study of these facts, together with the data on administration furnished by cities actively conducting work, shows the following forms of organization and further emphasizes the tendency toward municipal control.

Municipal—Playground or recreation commissions or departments.....	88 cities
Private—Playground or recreation associations or leagues	87 “
Both.....	5 “

(In 1915, 77 cities reported on playground or recreation commissions; 114, on private playground or recreation associations or leagues; 6 on both.)

SOURCES OF SUPPORT

In 171 cities the playground and neighborhood recreation centers were supported by municipal funds; in 94, by private funds; in 95, by both municipal and private; in 1, by state, municipal and private funds. In 10 instances the sources of support were not given.

EXPENDITURES

A total expenditure of \$4,234,718.45 was reported. Of this amount, \$1,768,640.04 represents the expenditures for salaries alone in 294 cities.

EMPLOYED WORKERS

In the 414 cities reporting playground and neighborhood recreation center work, 7,122 workers were employed. Of these, 2,333 were men, 3,649 women. In 1,140 instances the sex was not indicated. In addition to these workers 1,684 caretakers were employed. One hundred ten cities reported 1,058 workers employed the year-round. The reports sent by 17 of these cities, however, indicate that 44 workers were physical directors or teachers in charge of organized play in connection with the schools. The director's time in the majority of instances, was not exclusively devoted to playground and neighborhood recreation center activities.

The reports show that 65 cities maintain classes for the training of recreation workers. Thirty-nine of the number reported 1,405 students. In addition, 8 cities reported weekly conferences of workers. Twenty-seven communities stated that their recrea-

THE YEAR BOOK

tion positions were filled by civil service examinations. In 3 of these the superintendents of recreation alone were appointed in this way. One city reported positions filled with the approval of the civil service commission.

PLAYGROUND AND NEIGHBORHOOD RECREATION CENTERS ESTABLISHED IN 1916

Forty-one cities stated that playgrounds and neighborhood recreation centers were opened for the first time in 1916.

BOND ISSUES

Twelve cities reported bond issues authorized during 1916 for recreation purposes. The total amount represented by these issues was \$2,009,500.

DONATED PLAYGROUNDS

Twenty-two cities reported 40 playgrounds and neighborhood recreation centers donated during the past year. Of these cities 18 reported the total valuation of the gifts as \$276,935.84. In addition 10 cities reported property loaned for playground purposes.

LENGTH OF PLAYGROUND TERM

One hundred eight cities reported 675 playgrounds and neighborhood recreation centers open the year-round. In 18 of these cities, however, the centers reported included the school centers at which organized play was conducted in connection with the school program. Nineteen hundred seventy-two centers were open only during the summer season.

One hundred seventy-three cities had their centers open on holidays; 64, on Sundays.

ATTENDANCE

Of 371 cities, 317 reported a total average daily attendance of 639,486 during the summer months. One hundred four cities reported an attendance at winter centers of 188,579.

SEPARATE SPACES FOR BOYS AND GIRLS

One hundred one cities reported 743 playgrounds with separate spaces for boys and girls.

EVENING PLAYGROUNDS

One hundred seventeen cities reported 540 playgrounds open

THE YEAR BOOK

and lighted evenings under leadership; 91 cities reported an average attendance of 154,541 at these playgrounds.

EVENING RECREATION CENTERS

In 127 cities evening recreation center work was carried on in the schools. One hundred twenty-three of these cities reported 663 school buildings open evenings. The total average attendance in 67 cities was 43,095.

BUILDINGS FOR RECREATION PURPOSES

Fifty-six cities reported buildings especially for recreation purposes. These cities reported 142 such buildings with a total average attendance in 40 cities of 17,977. The value of the recreation buildings in 38 cities was \$4,093,525.

STREETS FOR PLAY

In 25 cities streets were closed for play. Fifteen of these cities reported that play leaders were in charge of the street playgrounds. One city reported block dances held in the street. Eighty-two cities permitted coasting in the streets.

PUBLIC SCHOOLS ATHLETIC LEAGUES

Public schools athletic leagues were reported by 183 cities.

GARY PLAN

Thirty-three cities reported that the Gary plan of organized play in connection with the school program had been adopted. In addition 30 cities stated that a modified form or adaptation of the Gary plan was in use.

PUBLIC SWIMMING POOLS, BATHS AND BATHING BEACHES

One hundred fourteen cities reported on public swimming pools. Of this number 113 have 243 such pools.

Seventy-six cities reported that they have 369 public baths.

Ninety-two cities reported on 173 public bathing beaches.

SPECIAL PLAY ACTIVITIES

Special play activities in connection with their recreation work were reported by cities as follows:

Boy Scouts.....	160	Libraries.....	122
Camp Fire Girls.....	134	Moving Pictures.....	181
Debating Clubs.....	56	Pageants.....	93

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Dramatics.....	110	Self-Government.....	55
Evening Entertainments..	131	Singing.....	151
Folk Dancing.....	229	Skating.....	102
Gardening.....	133	Social Dancing.....	108
Girl Scouts.....	25	Storytelling.....	243
Industrial Work.....	180	Summer Camps.....	160
Instrumental Music.....	85	Swimming.....	55
Lectures.....	106	Tramping.....	197
Wading.....	115		

POSSIBILITY OF WORK LATER

Plans on foot in a number of communities make the outlook for the recreation movement in 1917 a very encouraging one. The carrying on of experimental grounds, the effecting of organization for work, the securing of funds, land, and bond issues and the carrying on of campaigns in 67 communities which have never before had playgrounds, point to a rapid growth during the coming year.

SUMMARY

Playgrounds and Recreation Centers	Number of Cities
Under paid leadership.....	414
Under volunteer leadership.....	13
Under no leadership.....	47
School Playgrounds.....	112
Work started	
Organization effected.....	7
Land secured.....	13
Funds raised.....	4
Experimental grounds conducted.....	2
Definite plans made.....	10
Bond issues secured.....	3
Campaigns being conducted.....	28

67

653

The preparation of this Year Book is a cooperative undertaking in which hundreds of workers have joined hands hoping that through these reports effective help could be given in many campaigns for added and better playground facilities.

OFFICERS OF RECREATION COMMISSIONS AND ASSOCIATIONS

STATE AND CITY	NAME	PRESIDENT	SECRETARY
CALIFORNIA			
Berkeley	Playground Commission	Harry F. Jackson	Mrs. C. R. Reilly
Fresno	Playground and Recreation Commission of Fresno	Ben Epstein	Mrs. S. S. Hockett
Los Angeles	Playground Commission	J. C. Cowles, M. D.	C. S. Lamb
Oakland	Board of Playground Directors	Ethel Moore	George E. Dickie
San Diego	Board of Playground Commissioners	Howard B. Bard	Sherwood Wheaton
San Francisco	Playground Commission	Rev. D. O. Crowley	F. A. Lawler
Stockton	Playground Commission of Stockton	Mrs. C. M. Jackson	Mrs. R. Lauxen
COLORADO			
Colorado Springs	Playground Commission of Colorado Springs	C. B. Seldomridge	J. L. Bennett
Denver	Denver Playground Association	F. S. Titsworth	Anna L. Johnson
Pueblo	Pueblo Playground Board	Mrs. W. A. Gillespie	E. I. Crockett
CONNECTICUT			
Ansonia	Ansonia Playground Association	George C. Bryant	O. E. Bath
Derby	Derby Playground Association	T. S. Allis	Ada S. Shelton
Hartford	Park and Recreation Department	Mrs. A. R. Hillier	S. W. Dixon
Putnam	Putnam Playground Association	Mrs. Cortland D. Arnold	Mrs. Herman L. Pease
New London	New London Playground Association	James W. Bixler	Cora A. Marsh
Norwich	Norwich Playground Association	John B. Stanton	Arthur L. Peale
Stamford	Playground Commission	Dorothy Heroy	Edmund Ryan
Wallingford	Wallingford Playground and Recreation Association	Mrs. H. Taber	Mrs. J. C. Wrinn
DELAWARE			
Wilmington	Wilmington Playground Association	Cornelia Bowman	Edna Taylor
DISTRICT OF COLUMBIA			
Washington	Municipal Playground Department	Oliver P. Newman	Mrs. S. R. Rhodes, Sup'r

FLORIDA	Jacksonville.....	Playground Commission.....	Francis P. Conroy.....	Mrs. T. P. Denham
	Tampa.....	Tampa Playground Association.....	J. E. Patterson.....	Mrs. M. B. Bailey
GEORGIA	Atlanta.....	Playground Association.....	Mrs. F. M. Tibbetts.....	Louie Holland
	Macon.....	Macon Playground Association.....	C. H. Bruce.....	Florence Bernd
	Savannah.....	Recreation Commission.....	H. L. Kayton.....	
ILLINOIS	Belvidere.....	Logan School Playground Association.....	Mrs. F. Burstatte.....	Mrs. Essie Beaston
	Chicago.....	Committee on Parks, Playgrounds, and Bathing Beaches.....	Eugene H. Block.....	Walter Wright
	Evanston.....	Evanston Small Park and Playground Association.....	D. H. Burnham, Jr.	Mrs. W. B. Watts
	Peoria.....	Peoria Recreation Commission.....	Sherman Eckley.....	
	Urbana-Champaign.....	Twin City Playground and Recreation Association.....	Mrs. Morgan Brooks.....	
INDIANA	Evansville.....	Playground Commission.....	R. R. Williams.....	J. U. Schneider
	Indianapolis.....	Recreation Department.....	L. M. Hammerschmidt.....	Carl Viebahn, Com'r
	South Bend.....	Municipal Recreation Committee.....		Mrs. H. J. Miller
IOWA	Cedar Falls.....	Cedar Falls Playground Association.....	Mrs. C. M. Wyth.....	Mrs. W. C. Nuhn
	Clinton.....	Clinton Playground and Recreation Association.....	Mrs. W. D. Jacobsen.....	Willard H. Wing
	Ottumwa.....	Ottumwa Playground League.....	Mrs. D. C. Brockman.....	Mrs. Sedgewick
KANSAS	Hays.....	Playground Commission.....	C. A. Shively.....	Mrs. W. W. Paul
	Junction City.....	City Park and Playgrounds Committee.....	Y. V. Young.....	C. A. Wagenor
	Liberal.....	Liberal Playground Association.....	Rev. C. D. Hestwood.....	M. D. Boadwell
LOUISIANA	New Orleans.....	Board of Commissioners of Public Playgrounds.....	Mrs. A. J. Stallings.....	Mrs. J. H. Douglas

OFFICERS OF RECREATION COMMISSIONS AND ASSOCIATIONS—Continued

STATE AND CITY	NAME	PRESIDENT	SECRETARY
MAINE			
Portland.....	Recreation Commission City of Portland.....	Hon. W. G. Chapman.....	
MARYLAND			
Baltimore.....	Public Athletic League.....	Robert Garrett.....	William Burdick, M. D.
	Children's Playground Association of Baltimore, Inc.....	Mrs. Charles E. Ellicott.....	Mary Claire O'Brien Exec. Sec'y
			Mary B. Steuart, Field Sec'y
MASSACHUSETTS			
Boston.....	Park and Recreation Department.....		Daniel Byrne
Brookline.....	Brookline Playground Commission.....	George A. Baldwin.....	S. K. Nason
Canton.....	Canton Playground Association.....	J. C. Richardson.....	Samuel Cabot
Chicopee.....	Chicopee Playground Commission.....	J. E. Hafey.....	Mrs. N. P. Ames Carter
Franklin.....	Franklin Playground and Garden Association, Inc.....	O. T. Doe.....	Alice M. Wigen
Hamilton.....	Hamilton Playground Committee.....	M. J. Conrad.....	Mrs. R. C. Robbins
Holyoke.....	Holyoke Playground Commission.....	A. T. Brooks.....	Mary E. Hussey
Lawrence.....	Playground Department.....	J. A. Flanagan.....	William V. Crawford
Newton.....	Playground Commission.....	W. C. Brewer.....	Ernst Hermann
Northampton.....	Northampton Playground Association.....	Irving Maurer.....	G. J. Campbell
Pepperell.....	Playground Commission.....	Rev. W. H. Bears.....	Rev. D. R. Childs
Pittsfield.....	Park and Playground Association.....	W. C. Stevenson.....	J. E. Peirson
Reading.....	Playground Commission.....	Rev. H. E. Hurd.....	
Somerville.....	Somerville Playground Association.....	A. A. Perry.....	Mrs. M. G. Whiting
Waltham.....	Waltham Board of Recreation.....	Gleason Wood.....	Thomas F. O'Connor
Westfield.....	Playground Commission.....	C. A. Hickson.....	D. M. Cole
West Springfield.....	West Springfield Playground Commission.....	R. B. Pillsbury.....	H. A. Goodman
Williamstown.....	Williamstown Playground Association.....	Fred E. Moore.....	L. G. Treadway
Worcester.....	Playground Commission.....	George F. Booth.....	Earle Brown
	Playground Association.....	George F. Booth.....	J. F. McGrath

MICHIGAN	Calumet.....	Parks and Playgrounds Association.....	Mrs. F. Vastbinder.....	Mrs. D. A. Lamont
	Detroit.....	Recreation Commission.....	W. T. Dust.....	Ira W. Jayne
	Grand Rapids.....	Grand Rapids Recreation Association.....	C. W. Carman.....	Frances Van Buren
	Jackson.....	Jackson Playground Association.....	W. H. Poole.....	Cora Allen
	Lansing.....	Lansing Playground Association.....	J. M. Reasoner.....	C. May Wagner
	Saginaw.....	Public Playground and Recreation Association.....	L. T. Durand.....	Kate A. Carlisle
MINNESOTA	St. Paul.....	Department of Parks and Playgrounds.....	Hon. John D. Hyland, Com'r.....	Earl Giantvalley
	Winona.....	Winona Playground Association.....	Rev. T. S. Devitt.....	C. D. Tearse
MISSOURI	St. Louis.....	Division of Parks and Recreation.....	Nelson Cunliff, Com'r.....	R. H. Abeken, Sup't
MONTANA	Butte.....	Playground Committee.....	Stephen Fletcher.....	
NEBRASKA	Columbus.....	Playground Board.....	C. H. Campbell, M. D.....	Clara Reeder
	Omaha.....	Public Recreation Board.....	J. B. Hummel.....	C. H. English
	O'Neill.....	Playground Committee.....	Rev. Claude R. Parkerson.....	
	Stella.....	Playground Association.....	Dr. Montgomery.....	Lucile J. Harris
NEW HAMPSHIRE	Concord.....	City Playground Committee.....	Luella A. Dickerman.....	
	Keene.....	Keene City Playground Committee.....	Hon. Charles G. Shedd.....	F. J. Porter
NEW JERSEY	Camden.....	Board of Recreation Commissioners.....	F. A. Finkeldey.....	B. W. Courter
	East Orange.....	Board of Recreation Commissioners.....	W. H. Ragsdale.....	L. E. Rowley
	Elizabeth.....	Board of Recreation Commissioners.....	W. De Lamar.....	Dean P. Otis
	Haddonfield.....	Haddonfield Playground Association.....	Rev. Karl M. Block.....	
	Morristown.....	Morristown Playground Society.....	Grinnell Willis.....	Fred W. Ford
	Newark.....	Board of Recreation Commissioners.....	C. A. MacCall.....	V. K. Brown
	Passaic.....	Board of Playground Commissioners.....	J. J. Ryan.....	Albert Joerger
	Paterson.....	Board of Recreation Commissioners.....	J. J. Rumler.....	A. H. Kreamer

OFFICERS OF RECREATION COMMISSIONS AND ASSOCIATIONS—Continued

STATE AND CITY	NAME	PRESIDENT	SECRETARY
Perth Amboy.....	Perth Amboy Playground Commission.....	C. C. Baldwin.....	W. W. Pierce
Red Bank.....	Red Bank Playground Association.....	Jesse Minot.....	Helen Gibson, M. D.
South Orange.....	Board of Recreation Commissioners of South Orange.....	C. E. Colley.....	Frank Britten
Mt. Tabor.....	Mt. Tabor Playground Association.....	W. E. Cudlipp.....	E. W. Witke
Westfield.....	Playground Commission Town of Westfield, New Jersey.....	L. H. Phelps.....	S. E. Schoor
West New York.....	Board of Recreation Commissioners of West New York.....	R. J. Miller.....	
NEW YORK			
Avon.....	Avon Playground Association.....	Mrs. E. H. Jennings.....	Mildred Proper
Buffalo.....	Bureau of Playgrounds.....	E. H. White.....	C. W. Dilcher
Dolgeville.....	Playground Association of Dolgeville, N. Y.....	Willis Dodge.....	F. R. Stone
Glen Falls.....	Glen Falls Recreation Commission.....	S. E. Burton.....	Helen Streeter
Gloversville.....	Playground Committee.....	W. H. Prangen.....	Mrs. A. G. King
Hornell.....	Municipal Playground Committee.....	Rev. G. A. Gay.....	
Little Falls.....	Little Falls Playground Association.....	G. T. Kirby.....	Rowland Haynes
	Committee on Recreation, Board of Estimate and Apportionment.....	Gen. G. W. Wingate.....	C. W. Crampton, M. D.
	Public Schools Athletic League (Boys Branch).....	Martha L. Draper.....	Elizabeth Burchenal
	Public Schools Athletic League (Girls' Branch).....	I. E. Goldwasser.....	E. C. Gibney
	Recreation Center Athletic League.....	Cabot Ward, Com'r.....	W. J. Lee, Sup'r.
New York.....	Bureau of Recreation, Department of Parks, Parks and Playgrounds Association of the City of New York.....	G. G. Battle.....	Lulu Morton
	Parks and Playgrounds Association, Brooklyn Committee.....	Frank Munson.....	Mrs. Lillian Betts
	Flatbush Playground Association.....	G. W. Wilson.....	Mrs. Lillian Betts
Oneida.....	Park and Playground Commission.....	John Maxwell.....	W. H. Yard
Port Chester.....	Playground and Recreation Association.....	Mrs. E. W. Simons.....	

Rochester.....	Bureau of Playgrounds and Recreation.....	R. A. Bernhard, Sup't.....	Catherine Kreckel
Suffern.....	Suffern Playground Association.....	A. B. Burroughs.....	Mrs. C. A. Pace
Utica.....	Bureau of Playgrounds, Department of Parks.....	M. Towerly.....	M. F. Brickley
Westfield.....	Utica Playground and Recreation Association.....	Mrs. Edgar Taylor.....	Ida J. Butcher
Winthrop.....	Playground Association.....		
Yonkers.....	Winthrop Playground and Recreation Association.....	John E. Price.....	H. Wilkinson
	Playground and Recreation Commission.....	W. F. Haskett.....	Florence J. Parsons
NORTH CAROLINA			
Charlotte.....	Charlotte Playground Association.....	Julia Alexander.....	A. H. Wearn
Raleigh.....	Raleigh Recreation Commission.....	C. L. Smith, M. D.....	C. H. McDonald
OHIO			
Akron.....	Akron Children's Playground Committee.....	F. W. Work.....	Maude Herndon
Alliance.....	Park and Playground Commission.....	G. W. Henry.....	L. E. Miller
Athens.....	Athens Playground Association.....	Henry Zenner.....	Mrs. C. L. Jones
Canton.....	Canton Park and Playground Association.....	Blanche Vignos.....	Mrs. A. E. Sprentall
Cleveland.....	Division of Recreation.....		J. F. Potts, Com'r.
Columbus.....	Department of Public Recreation.....	A. W. Raymond.....	
Dayton.....	Playground and Garden Association.....	Rabbi D. Lefkowitz.....	Rev. A. Dumper
Kenton.....	Division of Recreation.....	D. F. Garland, M. D.....	H. M. Weite
Toledo.....	Kenton Playground Association.....	Mrs. W. W. Bowers.....	Mrs. W. S. Robinson
Youngstown.....	City Playground Association.....	Rev. S. C. Black.....	James Dunn
	Youngstown Playground Association.....	Leo Guthman.....	A. L. Button
PENNSYLVANIA			
Bristol.....	Bristol Playground Association.....	Mary W. Swain.....	Mrs. L. C. Spring
Catsaqua.....	Catsaqua Park and Playground Association.....	W. R. Thomas.....	J. S. Stillman
Chester.....	Playground Association.....	Mrs. H. C. Cochrane.....	Mrs. R. E. Jeffers
Doylestown.....	Blanche Burpee Public Playground Association.....	J. C. Swartley.....	Julia Nightingale
Hazleton.....	Playground Association.....	S. G. Seager.....	A. F. Barber
Johnstown.....	Recreation Commission.....	H. J. West.....	Tom Nokes
Lancaster.....	Lancaster Playground Association.....	H. S. Williamson.....	W. F. Carey
Lockhaven.....	Wilson Kistlee Playground Association.....	Mrs. R. M. Barrows.....	
New Castle.....	New Castle Playground Association.....	Mrs. T. W. Phillips.....	Harry Toynehe
Phoenixville.....	Playground Association.....	Rev. F. B. Hartshorne.....	Mrs. G. A. Lambert

OFFICERS OF RECREATION COMMISSIONS AND ASSOCIATIONS—Concluded

STATE AND CITY	NAME	PRESIDENT	SECRETARY
Philadelphia.....	Board of Recreation.....	M. Harris.....	Joseph Wagner
Pittsburgh.....	Playgrounds Association of Philadelphia.....	E. L. Tustin.....	Sophia L. Ross
Pittsburgh, N. S.....	Bureau of Recreation.....	W. F. Ashe
Reading.....	Playground and Vacation School Association of Allegheny.....	Mrs. John Cowley.....	Mame M. Stoner
St. Clair.....	Reading Playground Association.....	W. M. Bertolet.....	I. J. Strickland
Scranton.....	St. Clair Playground Association.....	Rev. S. F. Faust.....	Prof. W. J. Evans
Sharon Hill.....	The Bureau of Recreation.....	Rev. R. Kreidler.....	Mrs. E. W. Gearhart
Shillington.....	Sharon Hill Playground Association.....	David Dalton, M. D.....	G. R. Bevan
Uniontown.....	Shillington Playground Association.....	Otto Rowland.....	F. A. Gehret
West Chester.....	Uniontown Playground Association.....	Mrs. W. McClelland.....	Mrs. A. C. Hagan
West Reading.....	Playground Committee.....	Plummer Jeffers.....	Jane Baker, M. D.
Wilkes-Barre.....	West Reading Playground Association.....	J. S. Weller.....	David Kleine
Windber.....	Wilkes-Barre Recreation Commission.....	G. G. Smith.....	Isador Coons
Wyomissing.....	Windber Playground Association.....	Mrs. C. A. Davis.....	W. W. Lantz
	Wyomissing Playground Association.....	H. M. Fry.....	H. A. Garner
RHODE ISLAND			
Newport.....	Board of Recreation Commission.....	Col. J. H. Willard.....	Ruth B. Franklin
Providence.....	Board of Recreation.....	J. H. Gaines.....	J. J. McCaffrey
SOUTH CAROLINA			
Charleston.....	Municipal Playground Commission.....	R. H. King.....	Mrs. J. M. Visanska
TENNESSEE			
Memphis.....	Recreation Commission.....	R. B. Maury, M. D.....	C. D. Johnston
TEXAS			
Fort Worth.....	Recreation Committee.....	Harry Adams.....	E. M. Vail.
Galveston.....	Galveston Playground Association.....	G. W. Briggs.....	W. A. Eicher
UTAH			
Salt Lake City.....	Playground and Recreation Association.....	Kate Williams.....	W. C. Ebaugh, M. D.

VIRGINIA				
Lynchburg	Lynchburg Playground and Recreation Association	Mrs. M. Guggenheimer	T. N. Davis, M. D.	
Norfolk	Playground Commission of the City of Norfolk	Rev. C. M. Watson	R. E. Steed	
Richmond	Playground Department	H. Calder, Sup't	R. W. Miles, Jr., Ass't Sup't.	
WASHINGTON				
Seattle	Seattle Playground Association	John E. Price		
WEST VIRGINIA				
Bluefield	Bluefield Playground and Recreation Association	H. S. Mabie	J. E. Mullen	
Clarksburg	Playground Association	J. B. Hart		
Morgantown	Morgantown Playground Committee	Mrs. Ellis A. Yost	Mrs. J. Moreland	
Wheeling	Wheeling Playground Association	Mrs. C. R. Hubbard	John Wallace	
WISCONSIN				
Neenah	Neenah Playground Association	William Clarke		
Oshkosh	Department of Physical Training and Recreation	W. Castle, Sr		
CANADA				
Winnipeg, Man.	Winnipeg Playground Commission	R. Fletcher	Arthur Morrison	
Halifax, N. S.	Halifax Playground Commission	Mrs. F. H. Sexton	R. V. Harris	
Hamilton, Ont.	Hamilton Playground Association	R. T. Steele	C. Peebles	
Ottawa, Ont.	Ottawa Playgrounds Association	G. H. Brown	J. C. Spence	
	Ottawa Playgrounds Committee	G. H. Brown	M. Stalker	
Peterboro, Ont.	The Peterboro Playground Association	G. W. Morrow	W. Sangster	

WHAT CITIES "PLAYED"

Foot notes indicated by signs after the names

STATE AND CITY	Population*	Number of Centers Maintained under Leadership				Number of Paid Workers Exclusive of Caretakers				Hours per Day Centers under Leadership			Average Daily Attendance	
		Year-round	Summer Only	Other Seasons	Total	Men	Women	Year-round	Caretakers	Summer	Spring and Fall	Winter	July and August	Winter Centers
ALABAMA														
1 Mobile.....	56,536		1		1		1							
2 Montgomery....	42,531		2		2	1				4			40	
ARKANSAS														
1 Fort Smith.....	27,887		4		4	3	3			7			1,000	
2 Rogers and Bentonville.....	6,420		2		2	1	1		5	6				
CALIFORNIA														
1 Alhambra.....	5,021		1		1	1				8			75	
2 Benicia.....	2,360	1			1	1		1	1	5	5	5	35	35
3 Berkeley.....	54,879	5	1		6	6	6	12	4	8½	4	3	820	650
4 Fresno.....	33,602	5	1	1	7	7	6	13	3	7	4	4	45,000	30,000
5 Kentfield.....		1			1	2	2	1	1	5	6	6	40	25
6 Los Angeles.....	475,367	9	16	1	26	16	17	22	14	7	6½	6½	7,154	3,363
7 Oakland.....	190,803	19		22	41	21	38	37	21	8	5	4	6,196	5,151
8 Oroville.....	3,859	1		1	2	1	2	1		16	6	(1) 5	25	(1) 250
9 San Diego.....	51,115	4		1	5	8	6	14	5	6½	6½	(1) 6	736	(1) 25
10 San Francisco.....	456,009	30			30	10	35	45	14	8½	5½	6½	15,000	5,000
11 San Jose.....	37,994	2		8	10	2	1	3	1	8-6	8-9; 3-4	8-9; 3-4		
12 Stockton.....	34,508	4	1	4	9	10	8	9		7½	2	2	621	280
13 Whittier.....	4,550		2		2	1	2			5			40	
COLORADO														
1 Colorado Springs	32,344		4		4	1	5			6			696	
2 Denver.....	253,161	{	14	45	45	4	47	3			1½	1½		650
3 Pueblo.....	52,840		13	16	13	4	20			2-9			3,494	250
CONNECTICUT														
1 Ansonia.....	16,454		3		3	3	2			7			400	
2 Bridgeport.....	118,434		4		4	4	4			8				
3 Danbury.....	25,627		1		1	1	1			8:30-6			150	
4 Derby.....	9,548		1		1	1	1			6			100	
5 Hartford.....	108,969	{	3	1	5	2	6	6	12	18	12	10		
6 Meriden.....	33,842		12	7	12	8	98			8			3,506	
7 Middletown.....	22,468		1	1	2	2	1			9	8	8	2,000	,000
8 New London.....	20,771		5		5	6	6			8	4-5	4-5	200	35
9 Norwich.....	29,225		7		7	3	31		3	8½			648	
10 Putnam.....	6,637		1		1	1	1						36	
11 Rockville.....	7,977		2		2	1	2		2		2		110	
12 Stamford.....	34,107		4		4	4	5			7			964	
13 Waterbury.....	84,745	{	8		9	8	5	1	3	10		6	1,700	150
14 Wallingford.....	12,290		1	1		1	1	4		5	9			
			2		2	2	4			3	2		150	
										8			700	
DELAWARE														
1 Henry Clay.....	1,000	1	0		1	1	3	4	1	9	9	9	50	75
2 Wilmington.....	93,161	{	8		8	8	8		2	7			1,170	
			1	1		1	1	1		1	7			144
DISTRICT OF COLUMBIA														
Washington.....	358,679	{	3		16	6	18	1	13	10	5		5,987	3,419
			20		20	4	40		20	5			3,010	

LAST YEAR AND HOW

follow the "small community" table

Authorities Managing Playgrounds and Recreation Centers	Expenditures Last Fiscal Year				Sources of Financial Support of Playgrounds and Recreation Centers	Year First Center Was Established under Leadership	Sources of Information
	Land Buildings Permanent Equipment	Upkeep Supplies and Incidentals	Salaries	Total			
1 City.....					Municipal.....		Elizabeth Fonde
2 Y. M. C. A.	\$150.00	\$50.00	\$	\$200.00	Private.....	1913	Arthur W. Jones
1 Y. M. C. A.		1,000.00	1,400.00	2,400.00	Private.....	1912	Louis Ferrish
2 School Board and Civic League.....					Municipal and Private		R. O. Pickens
1 Board of Education and City..		100.00	200.00	300.00	Municipal.....	1915	Charles E. Barber
2 Board of Directors.....	300.00	500.00	600.00	1,400.00	Private.....	1905	H. K. White
3 Playground Commission.....	5,245.45	2,165.35	4,819.22	12,230.00	Municipal.....	1911	Gustavus Schneider
4 Playground and Recreation Commission.....	2,858.37	1,587.41	9,616.20	14,059.98	Municipal.....	1914	Raymond L. Quigley
5 Tamalpais Centre Woman's Club.....	25.00	100.00	1,920.00	2,045.00	Private.....	1908	Eva C. Webb
6 Playground Commission.....	17,785.64	16,661.22	58,680.73	93,117.59	Municipal and Private	1905	C. B. Raitt
7 Board of Playground Directors	26,367.60	13,648.61	64,965.60	104,981.81	Municipal.....	1909	George E. Dickie
8 Y. M. C. A. and Social Center League.....	300.00	85.00	500.00	885.00	Private.....	1916	F. M. Duckles
9 Board of Playground Com- missioners.....		5,299.99	14,274.75	19,574.14	Municipal.....	1910	Frank Marsh
10 Playground Commission.....	25,000.00	60,000.00	35,000.00	149,704.00	Municipal.....	1910	E. B. DeGroot
11 Board of Education.....	2,000.00	500.00	1,240.00	3,740.00	Municipal.....	1915	Alex. Sherriffs
12 Playground Commission.....		1,284.54	5,766.01	7,050.55	Municipal.....	1911	E. C. Cunningham
13 Y. M. C. A.		35.00	275.00	310.00	Private.....		R. J. Hamilton
1 Playground Commission.....	130.73	110.58	861.00	1,102.31	Municipal and Private	1913	J. L. Bennett
2 Board of Education.....		465.78	4,585.81	5,051.59	Municipal.....	1908	Anna L. Johnson
3 Park Department.....		8,247.95	4,752.05	13,000.00	} Municipal.....	1912	Mrs. W. A. Gillespie
3 Playground Board.....		300.00	2,000.00	2,300.00			
1 Playground Association.....	75.00	125.00	320.00	520.00	Private.....	1910	Howard E. Green
2 Park Board.....		2,000.00	1,000.00	3,000.00	Municipal.....	1912	B. F. Cooney
3 Chamber of Commerce.....	192.58	77.08	144.00	413.66	Private.....	1915	Daniel D. Lovelace
4 Committee of Woman's Club..		98.00	153.00	251.00	Municipal and Private	1913	Ada S. Shelton
5 Park Department.....				15,000.00	Municipal.....	1896	S. Wales Dixon
6 Board of Education.....		450.00	9,715.00	10,165.00	} Municipal and Private	1909	Thos. S. Weaver
6 School Board.....	1,050.00	600.00	3,700.00	5,150.00			
7 Social Service League.....	200.00	75.00	550.00	825.00	Municipal and Private	1910	Mrs. L. A. Howland
8 Playground Association.....				1,383.00	Municipal and Private	1909	Cora A. Marsh
9 Playground Association.....	453.36	171.47	722.85	1,347.68	Municipal and Private	1911	Mary McKay
10 Playground Committee.....				250.00	Private.....	1916	Mrs. C. B. Arnold
11 School Committee of Town of Vernon.....					Municipal.....	1914	S. Tracy Noble
12 Playground Commission.....		696.24	1,141.50	1,837.74	Municipal.....	1913	Dorothy Heroy
13 Waterbury Park Department, Associated Charities.....	200.00	300.00	3,000.00	3,500.00	} Municipal and Private.....	1908	Eugene Kerner
Waterbury Industrial School..	30.00		200.00	230.00			
14 Playground and Recreation Association.....		229.58	485.00	714.58	Municipal and Private		Mrs. Jas. C. Wrinn
1 Hagley Community House.....	490.00	1,050.00	3,800.00	5,340.00	Private.....	1913	Irene Earll
2 Park Commission.....		722.80	1,417.55	2,140.35	} Municipal and Private.....	1906	Edward R. Mack
Playground Association.....		291.35	177.50	468.85			
1 Municipal Playground Department.....		10,701.51	33,549.01	49,085.71	} Municipal and Private.....	1902	Susie Root Rhodes Rebecca Stonerod
Board of Education.....		1,587.00	3,640.00	5,227.00			

WHAT CITIES "PLAYED"

Foot notes indicated by signs after the names

STATE AND CITY	Population	Number of Centers Maintained under Leadership				Number of Paid Workers Exclusive of Caretakers				Hours per Day Centers under Leadership			Average Daily Attendance		
		Year-round	Summer Only	Other Seasons	Total	Men	Women	Year-round	Caretakers	Summer	Spring and Fall	Winter	July and August	Winter Centers	
FLORIDA															
1 Jacksonville....	73,137	5			5	2	2	2		4½	4½	3½	94	73	
2 Tampa.....	51,521	1			1	1	1	2		8		7	350	200	
GEORGIA															
1 Macon.....	45,415	5			5	4	5	5	1	7-10	5	5	1,789	702	
2 Savannah.....	68,361	7			7	7	9	1		6½	3½	3½	2,000	1,200	
IDAHO															
1 Kellogg.....	1,273		1		1	1	1			6					
ILLINOIS															
1 Belvidere.....	7,253		1		1		1		1	3			44		
2 Chicago.....	2,447,845	14	8		22	46	44	48	214	15	10	10			
		4	1		5	10	9	11	40	12	6	6	1,392	797	
		64	1		65	71	66		71		8:30a.m.-9:00p.m.		600	450	
3 Earlville†.....	1,056	2			2	1		1				5	30	30	
4 East St. Louis....	72,105	1	2		3	2	2	1	4	8	8	8	500	50	
		1	1		2	2	1	1	3	10		4	600		
5 Evanston†.....	28,012	1		7	8	3	9	1	9	8		2	150	200	
		1			1	1	1	1	4	8		4	150	800	
6 Gibson City†.....	2,086				1	1	2	2						100	
7 Joliet†.....	37,472	3		15	18	2	1	3	23	3	3	3			
8 Kankakee.....	14,190		2		2	2	2			6			290		
9 Lake Forest.....	3,345	1	2	1	4	1	1	1	2	10-8	3-6	3-10			
10 LaSalle, Peru, Oglesby.....	23,584	1			1	5	2	6	2	10	11	11	500	555	
11 Moline.....	26,927		4		4	4	8		2	10			150		
12 Oak Park†.....	25,492			9	9	4	2				8	8			
13 Peoria.....	70,735	1			1	3	3	4	9	7	8	8	1,800	800	
14 Rochelle.....	2,732		1		1	1	1		2	8			50		
15 Rock Island....	28,403		4		4	2	4			6			250		
16 Summit and Argo.....			1		1		1			3½			35		
17 Urbana-Champaign.....	28,460	1			1	1	1			10			75		
		3			3	1	2			4			60		
INDIANA															
1 Columbus.....	9,172		2		2	1	2		1	8			800		
2 Connersville....	7,738		1		1	1			1	10	1		250		
3 East Chicago....	27,200	3			3	5	4	9	3	6	8	8	500	2,606	
4 Evansville.....	72,325	7			7	5	4	2	10	7			270		
5 Fort Wayne.....	74,352	6			6	1	13		5	6½					
6 Hammond.....	25,326		6	1	7	6	6		7				113		
7 Indianapolis.....	265,578	2	30	1	33	31	34	7	29	12	7	7	7,750	500	
8 Logansport.....	20,755		3		3	4				7			450		
9 Richmond†.....	24,314	1	4		5	6		2	1	8		2	393	50	
10 South Bend.....	67,030	1	4	6	10	7	15	2	5	13	5	5	2,151	490	
IOWA															
1 Cedar Falls.....	6,284	1			1		1			1-8			42		
		1			1	1				9			49		
2 Charles City....	6,374		1		1		1			9-9			75		
3 Clinton.....	27,094		4		4	8							1,185		
4 Des Moines.....	99,144		8		8	3	7		8	6			70		
5 Marshalltown....	14,201		1	8	9	2	1								
6 Ottumwa.....	23,960		5		5		2		1	7			100		
7 Sioux City.....	55,588	6	6	6	18	28	12	2	4	3	4	2	1,064	1,144	
8 Washington.....	4,544		1		1	1	1			4					

LAST YEAR AND HOW

of cities follow the "small community" table

Authorities Managing Playgrounds and Recreation Centers	Expenditures Last Fiscal Year				Sources of Financial Support of Playgrounds and Recreation Centers	Year First Center Was Established under Leadership	Sources of Information
	Land Buildings Permanent Equipment	Upkeep Supplies and Incidentals	Salaries	Total			
1 Playground Commission.....	\$	\$669.86	\$986.00	\$1,655.86	Municipal.....		L.G. Haskell, M.D.
2 Tampa Playground Association		1,000.00	1,500.00	2,500.00	Municipal and Private	1914	J. P. Rovira
1 Joint Committee of Macon Playground Association and City Council Committee.....	1,168.02	1,620.07	4,651.60	7,439.69	Municipal.....	1911	E. J. Garmhausen
2 Recreation Commission.....				15,500.00	Municipal.....	1914	H. L. Kayton
1 Industrial Y. M. C. A.....				1,830.00	Private.....	1916	J. E. Sturdevant
1 Logan School Parent-Teachers Association.....		5.00	50.00	55.00	Private.....	1914	Mrs. Frances Bur- statte
2 South Park Commission.....				408,000.00	Municipal.....	1893	John R. Richards Charles E. Suiter Theo. A. Gross
Lincoln Park Commission.....	12,325.33	35,979.06	57,150.00	105,454.39			
Council Committee on Parks Playgrounds and Bathing Beaches.....	284,396.59	40,000.00	129,806.23	454,202.82	Municipal and Private		Ella Dupee
3 Public School and Mothers' Club		150.00	300.00	450.00	Municipal.....	1913	E. P. Griffin
4 Park District.....		300.00	1,390.00	1,690.00	Municipal and Private.....	1909	Mrs. R. B. Ennis
5 City.....		1,500.00	2,000.00	3,500.00			
School Board: District 75.....		1,000.00	1,600.00	2,600.00	Municipal.....	1913	I. T. McKinney
School Board: District 76.....		500.00	800.00	1,300.00			
6 Board of Education.....	250.00	30.00	70.00	350.00	Municipal.....	1915	Lin Eckley
7 Board of Education.....			3,500.00	3,500.00	Municipal.....	1916	L. W. Thompson
8 City.....	550.00	60.00	240.00	850.00	Municipal.....	1914	R. A. Hoyer
9 Park Board and School Board					Municipal and Private		
10 Township Board of Education	12,465.34	2,084.24	4,723.15	19,272.73	Private.....	1913	Mrs. C.J. Seymour
11 Woman's Club.....				1,710.88	Municipal and Private	1913	Arthur F. Baker
12 Board of Education and Parent Teachers Association.....				20,000.00	Private.....	1913	A. H. Hiatt
13 Proctor Endowment.....				258.11	Private.....	1915	Anna Gould Graham
14 Women's Club.....	75.00	13.15	170.00		Private.....	1914	Mrs. F. T. Golder
15 Civic Dep't. Woman's Club					Municipal and Private.....	1912	L. C. Griggs
16 Woman's Club of Summit and Argo.....		27.15	28.85	56.00			
17 Urbana Park Commission.....	900.00	25.00	150.00	1,075.00	Municipal and Private.....	1912	Mrs. Howard C. Wells
Twin City Playground Board.		20.00	250.00	270.00			
1 School Corporation.....	100.00	38.68	315.00	453.68	Municipal.....	1910	F. F. Fitzgibbon
2 Board of School Trustees.....	719.85	108.90	400.00	1,228.75	Municipal.....	1914	Edwin L. Rickert
3 Public Schools.....	10,000.00		9,330.00	19,330.00	Municipal.....	1913	Edwin N. Canine
4 Playground Commission.....		219.03	2,208.00	2,427.03	Municipal.....	1910	J. U. Schneider
5 Board of Education.....		739.40	2,579.49	3,318.89	Municipal.....	1909	Carrie A. Snively
6 Board of Education.....			1,500.00	1,500.00	Municipal.....	1916	Wm. D. Mead
7 Recreation Department.....	16.31	6.13	31,530.41	47,906.54	Municipal.....	1914	Carl Viebahn
8 Coterie Club.....	92.49	63.26	444.25	600.00	Municipal.....	1910	Kathryn McHale
9 City School Board.....		70.00	918.70	988.70	Municipal.....		J. T. Giles
10 School City.....		1,399.30	3,019.62	7,073.82	Municipal and Private		F. B. Barnes
1 Playground Association.....		50.00	150.00	200.00	Municipal and Private.....	1912	R. F. Seymour
Board of Education and Com- munity Y. M. C. A.....		25.00	360.00	385.00			
2 City Improvement Association		20.00	180.00	200.00	Private.....		F. T. Vasey
3 Playground and Recreation Association.....					Private.....		W. H. Wing
4 City Council and School Board		2,618.20	2,115.82	4,734.02	Municipal.....	1904	Margaret A. McKee
5 Bd. of Education and Y. M.C.A.					Municipal and Private	1915	Aaron Palmer
6 Playground League.....		20.00	245.00	265.00	Private.....	1914	Mrs. G. A. Ralston
7 School Board.....	884.72	2,652.92	6,373.50	9,911.14	Municipal and Private	1913	M. G. A. Clark
8 Community Y. M. C. A.....					Private.....		A. N. Morris A. W. Hadley

WHAT CITIES "PLAYED"

Foot notes indicated by signs after the names

STATE AND CITY	Population*	Number of Centers Maintained under Leadership				Number of Paid Workers Exclusive of Caretakers				Hours per Day Centers under Leadership			Average Daily Attendance	
		Year-round	Summer Only	Other Seasons	Total	Men	Women	Year-round	Care-takers	Summer	Spring and Fall	Winter	July and August	Winter Centers
KANSAS														
1 Coldwater.....	1,088		1		1		1							
2 Emporia.....	9,537		5	1	6	2				4		12	25	50
3 Emporia †.....	3,473	1	1	2	4	1	2	1	2	6	8	8	80	60
4 Hays.....	2,339		1		1	1	1			8	6		100	
5 Hutchinson.....	20,046		4		4	1	3			5				
6 Kansas City.....	96,854			4	4				8	8				
7 Liberal.....	2,314		1		1	1	2		1	14			150	
8 Pleasanton.....	1,516		1	1	2	1	1			7	4	4	40	35
9 Smith Centre.....	1,405		1		1	1	1			8			75	
10 Stafford.....	1,728			2	2	1	1				3	2		200
11 Topeka †.....	47,914	5	3		8	9	9	3	4	8	3	3	500	300
12 Yates Centre †.....	2,199	2			2	1	1		2	3			75	
KENTUCKY														
1 Bellevue †.....	6,683	2			2	2	2	1		8	3	3	100	75
2 Louisville.....	237,012		18	7	25	30	13			12	3		25,000	
LOUISIANA														
1 Baton Rouge.....	16,809			1	1		1			6	4		400	100
2 New Orleans.....	366,484	10			10	1	10	11	1	4	3½	3	1,200	930
3 Shreveport.....	34,068		1		1	1	2		1	6			100	
MAINE														
1 Biddeford.....	17,570		1		1	1	4		1	1:30-5			222	
2 Portland.....	63,014		9		9	1	13	1	1	5½			1,600	
3 Westbrook.....	8,807	2	1		3	2	3	4	3	5-6	11-12	11-12	277	118
MARYLAND														
1 Baltimore.....	584,605	1	9	45	55	8	12	17	9	11	2½	3	2,130	903
2 Cambridge.....	6,407		1		1		2		1	3			78	
3 Cumberland.....	22,564		2		2	1			2	4			260	
4 Frederick.....	10,999		2		2	1	1			6			100	
MASSACHUSETTS														
1 Belmont.....	8,081	1	3	1	5	1	3	1	2	10	5	3	80	45
2 Boston.....	745,139	49†			49	11	1	12	38					
3 Brockton.....	65,746		10		10		11			10-5			1,100	
4 Brookline.....	31,934	4	12	4	20	16	21	12	9	9-5	9-10	9-10	2,500	700
5 Cambridge.....	111,669		10		10	9	29			6			3,000	
6 Canton.....	5,623	1			1	1	1	1		7	3	3	98	200
7 Chicopee.....	28,688		4		4	4	5			6				
8 Clinton.....	13,075		3		3	1			3	10			400	
9 Concord.....	6,681		2		2	2	2		2	6½			200	
10 Danvers.....	9,861		1		1	1	1		1	8			75	
11 Easthampton.....	10,064		2		2	2	2		2	6			200	
12 Everett.....	38,307		1		1		1						200	
13 Fall River.....	126,904		9		9	7	34			5			1,662	
14 Fitchburg.....	41,144		6		6	7	7		3	7			8,688	
15 Framingham.....	13,815		6		6	7	10		6				616	
16 Franklin.....	6,440			1	1	2	2				2			
17 Gloucester.....	24,398		1		1	1				6			100	
18 Hamilton.....	1,879		1		1	1	1			5			100	
19 Haverhill.....	47,774		3		3	2	4			9-6			1,100	
20 Holyoke.....	64,069	11			11	10	36		7	7			3,000	
21 Lawrence.....	98,197		8		8	9	11		7	5½			2,122	
22 Lexington.....	5,538		2		2	1	3		3	9-5	1-5	1-5		
23 Lowell.....	112,124	10			10	7	30		4	4½			2,000	

LAST YEAR AND HOW

of cities follow the "small community" table

Playgrounds and Recreation Centers	Expenditures Last Fiscal Year				Sources of Financial Support of Playgrounds and Recreation Centers	Year First Center Was Established under Leadership	Sources of Information
	Land Buildings Permanent Equipment	Upkeep Supplies and Incidentals	Salaries	Total			
1 Community Council.....	\$	\$	\$	\$270.00	Private.....	1915	Amy Barlow
2 School Board.....		50.00	450.00	500.00	Municipal.....	1916	A. B. Cole
3 Board of Education.....		100.00	2,100.00	2,200.00	Municipal.....		A. I. Decker
4 Playground Commission.....	125.00	98.00	210.00	433.00	Municipal and Private	1914	C. A. Shively
5 School Board.....					Municipal.....	1916	J. O. Hall
6 Park Department.....					Municipal.....	1915	Mrs. J. Detwiler
7 Playground Association.....	50.00	50.00	250.00	350.00	Private.....	1915	C. D. Hestwood
8 Welfare Board.....		100.00	200.00	300.00	Municipal.....	1916	O. R. Young
9 Board of Education.....		100.00	175.00	275.00	Private.....	1916	S. C. Stevens
10 School Board.....					Municipal.....	1915	G. E. Bailey
11 Board of Education and Park Department.....	5,000.00	1,000.00	3,000.00	9,000.00	Municipal.....	1912	W. P. MacLean
12 Board of Education.....		300.00	900.00	1,200.00	Municipal.....	1913	A. D. Catlin
1 Board of Education and City Council.....		1,250.00	500.00	1,750.00	Municipal.....	1915	J. W. Ireland
2 Board of Park Commissioners	463.14	2,814.13	4,820.06	8,097.33	Municipal.....		Frederick Hess
1 Fraternal Order of Eagles.....	400.00	50.00	200.00	650.00	Private.....	1915	K. C. Banfield
2 Board of Commissioners of Public Playgrounds.....		2,082.30	4,362.27	6,444.57	Municipal and Private	1907	L. di Benedetto
3 Andrew Currie Playground Committee.....		175.00	278.00	453.00	Municipal and Private	1915	Mrs. J. D. Wilkinson
1 Park Commission.....	15,000.00	600.00	324.00	15,924.00	Municipal and Private	1915	Viola M. Campbell
2 Recreation Commission.....				7,500.00	Municipal.....	1900	Granville R. Lee
3 Private Individual.....	1,040.00	1,582.84	4,461.73	7,084.57	Municipal and Private	1903	Maurice Ross
1 Public Athletic League.....	457.37	7,255.44	25,178.45	32,891.26	State, Municipal and Private.....		Wm. Burdick
2 Home and School League.....		17.00	108.00	125.00	Private.....	1897	Mrs. G. B. Porter
3 Civic Club.....		200.00	170.00	370.00	Private.....	1911	Mrs. D. P. Hartsell
4 Civic Club.....		72.00	150.00	222.00	Private.....	1910	Edith M. Osborn
1 School Committee.....		900.00	1,500.00	2,400.00	Municipal.....	1912	Carl L. Schrader
2 Park and Recreation Department.....	19,422.22	141,221.32	11,725.00	172,368.54	Municipal.....		Guy D. Gold
3 School Department.....				8,300.00	Municipal.....		S. K. Nason
4 Playground Commission.....	20,800.00	12,137.00	23,880.00	56,737.00	Municipal and Private	1908	F. F. Downey
5 Park Commissioners.....		860.00	2,800.00	3,668.00	Municipal.....	1904	J. C. Goldthwaite
6 Playground Association.....		400.00	1,160.00	1,560.00	Private.....	1912	Mrs. N. P. A. Carter
7 Playground Commission.....		622.00	977.00	1,600.00	Municipal.....	1910	T. F. Gibbons
8 Board of Selectmen.....	110.00	198.09	379.50	687.59	Municipal.....	1910	H. C. Sanborn
9 Town.....		135.00	575.00	710.00	Municipal.....	1913	Wells A. Hall
10 Park Commission.....				230.00	Municipal.....	1909	Mary S. Fellows
11 School Committee.....		100.00	273.00	373.00	Municipal.....	1911	Howard Lothrop
12 Park Department.....					Municipal.....	1916	W. D. Miller
13 Board of Park Commissioners.....	24,900.86	264.78	2,414.70	27,580.34	Municipal.....	1912	Mary S. Fellows
14 Park Commission.....	2,201.65	991.65	1,106.18	4,299.48	Municipal.....	1912	Howard Lothrop
15 Park Commission.....	606.41	886.00	1,574.00	3,066.41	Municipal and Private	1910	W. D. Miller
16 Franklin Playground and Garden Association.....				100.00	Municipal and Private	1913	Florence W. Hilton
17 { Board of Education..... Ward 2 Parent-Teachers Society.....		10.00	150.00	160.00	Municipal and Private	1916	L. O. Cummings
18 Playground Committee.....		86.00	256.00	342.00	Private.....	1913	Mrs. H. F. Smith
19 Park Department.....				1,624.00	Municipal.....	1913	Annie M. Sharpe
20 Playground Commission.....	8,500.00	5,000.00	4,500.00	18,000.00	Municipal.....	1909	Henry Frost
21 Playgrounds Department.....	938.91	619.30	3,060.68	4,618.89	Municipal.....	1910	P. H. Kelly
22 Park Commissioners.....					Municipal.....	1912	W. V. Crawford
23 Board of Park Commissioners	300.00	432.00	1,768.00	2,500.00	Municipal.....	1913	W. E. Mulliken
						1908	John W. Kernan

WHAT CITIES "PLAYED"

Foot notes indicated by signs after the names

STATE AND CITY	Population*	Number of Centers Maintained under Leadership				Number of Paid Workers Exclusive of Caretakers				Hours per Day Centers under Leadership			Average Daily Attendance	
		Year-round	Summer Only	Other Seasons	Total	Men	Women	Year-round	Caretakers	Summer	Spring and Fall	Winter	July and August	Winter Centers
MASS.—Cont.														
24 Manchester.....	2,945			1	1	1				9-5	9-5		100	
25 Marlboro.....	15,089		1		1		2			6			150	
26 Methuen.....	13,522		1		1		1			8			45	
			1		1		1			9-5	2-5		125	
27 Milton.....	8,600		1		1		2		1	7:30 p. m.—10 p. m.			60	
		1								9-5	9-6	9am.-10pm	40	30
28 New Bedford...	114,694		7	1	8	8	16	8	8	9-4	9-4		955	
29 Newburyport...	15,195		2		2		4		1	5				
30 Newton.....	43,085	3		16	16	10	13	5	7	6	\$	\$		
31 Northampton...	19,846		3		3	3	5		1	8				
32 Norwood.....	9,348	1	3		4	4	4	4	3	6	6	6		45
33 Pepperell.....	2,839		1		1	1				7			20	
34 Pittsfield.....	37,580		5		5	8	15		4	9-5			1,437	
35 Quincy.....	37,251		3		3	6			2	6				
36 Rockland.....	7,074		1		1		1			1-5				
37 Salem.....	47,778		0		9	10	11		9	9-5			3,000	
38 Somerville.....	85,460		11		11	9	14		2	5½			3,207	
39 Springfield.....	103,216	3	15	6	24	47	51	5	22	9-5	9-5	9-9:30	4,863	582
										9-9:30	9-8	7:30-10p.m		
40 Taunton.....	35,957		1		1		2		1	5			140	
41 Waltham.....	30,129		7		7	4	13			6			300	
42 Webster.....	12,936		2		2	3	3		2	6			400	
43 West Springfield.	10,340		2		2	3	2			6			150	
44 Williamstown...	3,981	11			1	1			1	6				
45 Winchester.....	10,394		1		1	1	1			9-5			200	
46 Woburn.....	15,862		1		1	1				12			60	
47 Worcester.....	100,523		13		13	12	33		11	5			7,439	
MICHIGAN														
1 Bay City.....	47,494		3		3	1			5	10			150	
2 Benton Harbor...	10,567		1		1	1				12			100	
3 Calumet.....	30,000		1		1		2		1	8			100	
4 Detroit.....	554,717	34	22	27	83	75	103	63	105	11	5	6	15,739	4,820
5 Grand Rapids...	125,759		18		18	17	8	2	11	9	2		5,714	
6 Ishpeming.....	12,448		4		4	1	4				2	2		495
7 Jackson.....	34,730		4		4	4	5			(1) 12			588	385
										(3) 8				
8 Kalamazoo.....	47,364	10	5		10	7	13			6	8	8	400	6,000
9 Lansing.....	39,005		3		3	5	3		3	8½			1,409	
10 Muskegon.....	25,771		4		4	4	7		4	7			418	
11 Negaunee.....	9,262		1		1	1			1	6			400	
12 Oshtemo.....	10,134		1		1	2				5			100	
13 Saginaw.....	54,815		6		6	6	1		4	8			300	
14 Ypsilanti.....	6,230		2		2	2	2		2	5			70	
MINNESOTA														
1 Duluth.....	91,913	1	5	8	5	12	14	3	10	10	2	12	1,300	1062
		3	7		7	7	7						1,200	
2 Eveleth.....	7,036		1		1	1	1							
				4	4	1	1		5	3	3	3	800	800
3 Minneapolis.....	353,460		10		18	18	17	2	16	12	6		15,000	12,000
		3	15		15	6	26			8				
4 Rochester.....	7,844		7		8	1	2	2	8	6	2	1½	100	
		2	2		7	11	10	9	15	7	6	6		
5 St. Paul.....	241,999		11		11	15	45			14				
			1		1									
6 Winona.....	18,583		3	1	4	4	3			10-8			850	
MISSISSIPPI														
1 Greenwood.....	5,836		1		1	1	2		1	5			90	
2 Meridian.....	21,812		3		3	3	4		1	5½			450	

LAST YEAR AND HOW

of cities follow the "small community" table

Authorities Managing Playgrounds and Recreation Centers	Expenditures Last Fiscal Year				Sources of Financial Support of Playground and Recreation Centers	Year First Center Was Established under Leadership	Sources of Information
	Land Buildings Permanent Equipment	Upkeep Supplies and Incidentals	Salaries	Total			
24 School Department.....	\$300.00	\$100.00	\$500.00	\$900.00	Municipal.....	1910	John C. Mackin
25 School Department.....		4.00	96.00	100.00	Municipal.....	1914	Ernest P. Carr
26 Daughters American Revolution.....			75.00	75.00	Private.....		E. L. Haynes
27 Park Commissioners. Tucker School Association. Cunningham Fund.....					{ Municipal and Private.....	1912	J. Sumner Draper
28 School Board.....		414.24	2,495.64	2,909.88	Municipal.....	1910	Allen P. Keith
29 Park Commissioners.....				300.00	Municipal.....	1912	Madeleine Hewett
30 Playground Commission.....	8,743.85	7,703.10	7,000.00	23,446.95	Municipal and Private	1906	Ernst Hermann
31 Playground Association.....	291.70	330.47	786.70	1,408.87	Municipal and Private	1910	G. J. Campbell
32 Norwood Civic Association.....					Private.....		K. E. Smullin
33 Playground Commission.....		70.00	80.00	150.00	Municipal.....	1913	Dudley R. Childs
34 Park Commission.....		700.00	2,207.00	2,907.00	Municipal.....	1913	John M. Flynn
35 City.....				5,100.00	Municipal and Private	1910	R. T. Bates
36 School Department and Tea- chers Association.....		45.00	60.00	105.00	Municipal and Private	1914	T. M. Haines
37 Park Department.....	3,600.00	2,000.00	3,000.00	8,600.00	Municipal.....	1906	Christian Lantz
38 School Committee.....		655.80	1,644.20	2,300.00	Municipal and Private	1909	C. S. Clark
39 Park Department.....				26,080.00	Municipal.....	1901	A. E. Metzdorf
40 School Board.....		37.57	204.00	241.57	Municipal.....	1911	H. W. Harrub
41 Board of Recreation.....	300.00	575.00	2,045.00	2,920.00	Municipal.....	1903	Jeason Wood
42 School Committee.....				800.00	Municipal.....	1914	W. Robinson
43 Playground Commission.....	425.00	156.00	619.00	1,200.00	Municipal.....	1912	A. Goodman
44 Playground Association.....					Private.....	1916	P. O. Osterhus
45 Park Commission.....				1,350.00	Municipal.....	1904	C. A. Lane
46 Department of Public Works.....		66.62	275.00	341.62	Municipal.....		J. B. Macksey
47 Playground Commission.....	7,633.36	3,716.62	12,936.70	24,286.70	Municipal.....	1910	Thos. E. Holland
1 Park Commission.....	10,000.00	3,500.00	1,200.00	14,700.00	Municipal.....	1915	Wm. F. Jennison
2 Private Individual.....	450.00	25.00	600.00	1,075.00	Private.....	1915	J. S. Gray
3 Park and Playground Associa- tion.....	115.00	59.00	225.00	499.00	Private.....	1914	Mrs. D. A. Lamont
4 Recreation Commission.....	33,059.60	22,021.48	77,520.50	132,601.58	Municipal.....	1912	L. W. Jayne
5 Park Board.....	1,179.36	4,859.50	6,038.86	12,077.72	{ Municipal.....	1910	C. H. Mills
Board of Education.....	1,421.21	4,913.10	6,334.30				
6 School Board.....					Municipal.....	1914	W. E. Turner
7 Board of Education and Play- ground Association.....	110.16	264.84	1,375.00	1,700.00	Municipal.....	1911	W. H. Poole
8 Board of Education.....		325.00	14,203.50	14,528.50	Municipal.....	1906	Ethel Rockwell
9 Playground Association.....		274.14	785.84	1,000.00	Municipal.....	1912	C. May Wagner
10 Board of Education.....				193.72	Municipal.....	1916	S. O. Hartwell
11 Board of Education.....	1,497.77	983.26	1,620.00	4,101.03	Municipal.....	1915	Orr Schurts
12 Board of Education.....		50.00	50.00	100.00	Municipal.....	1916	M. W. Longman
13 Public Playground and Recre- ation Association.....		25.00	475.00	500.00	Municipal and Private	1914	Kate R. Carlisle
14 Board of Park Commissioners	94.22	199.46	420.00	713.68	Municipal.....	1913	R. W. Hemphill
1 City.....				8,000.00			
Board of Education.....				4,000.00	{ Municipal and Private.....	1909	J. R. Batchelor
Steel Plant.....							
2 Board of Education.....	600.00	100.00	1,800.00	2,500.00	Municipal.....	1915	A. W. Lewis
3 Park Board.....	117,498.34	18,057.67	7,750.00	143,306.07	{ Municipal.....	1906	F. C. Berry
Board of Education.....		2,500.00	2,500.00	5,000.00			C. H. Keene
4 Board of Education.....	200.00	50.00	2,215.00	2,465.00	Municipal and Private	1916	E. B. Anderson
5 Department of Parks and Play- grounds.....	10,000.00	2,250.00	17,250.00	29,500.00			
Board of Education.....			3,938.00	3,938.00	{ Municipal.....	1914	J. L. MacBean
Board of Health.....	4,500.00	6,885.00	9,315.00	20,700.00			
6 Playgrounds Association.....		363.30	736.00	1,099.30	Private.....	1913	Winona Playgrounds Association
1 Community Y. M. C. A.....	60.00	25.63	405.00	490.63	Private.....	1915	W. J. Sandford, Jr.
2 Y. M. C. A.....			492.90	492.90	Municipal and Private	1912	Henry P. Coor

WHAT CITIES "PLAYED"

Foot notes indicated by signs after the names

STATE AND CITY	Population *	Number of Centers Maintained under Leadership				Number of Paid Workers Exclusive of Caretakers				Hours per Day Centers under Leadership			Average Daily Attendance		
		Year-round	Summer Only	Other Seasons	Total	Men	Women	Year-round	Caretakers	Summer	Spring and Fall	Winter	July and August	Winter Centers	
MISSOURI															
1 Carthage.....	9,517		1		1		1			6			44		
2 Kansas City.....	289,879	1	10		11	1	11	2	16	10		10	16,000	310	
3 Lexington.....	5,242		1		1		2		1	10			40		
4 St. Joseph.....	83,974		10		10	2	10		7	8			981		
5 St. Louis.....	745,988	12	18	18	18	50	75	25	20	12	3:30-9:30	3:30-7			
MONTANA															
1 Butte.....	42,793	{	1		1	2	7		2	9			4,000		
			1	1	2	1	1		2	7		11	200		
NEBRASKA															
1 Columbus.....	5,014		2		2	1	2		1	7½			130		
2 Omaha.....	163,200		11	9	20	10	15	1	10	10	4	3	2,920	458	
3 O'Neill.....	2,089		1		1		1			8			150		
NEW HAMPSHIRE															
1 Concord.....	22,400		2		2	2	2		2	3			55		
2 Keene.....	10,542		2		2	2	1			8			212		
3 Laconia.....	11,311		2		2	2	3			6			275		
4 Nashua.....	27,114		1		1	2	2		1	9-5			100		
NEW JERSEY															
1 Bloomfield.....	17,919			2	2	2					2½	2½		140	
2 Camden.....	104,349		15		15	21	26			8			2,473		
3 Carney's Point..			2		2		2			8			180		
4 Chatham.....	2,207		1		1	1	1		1	8					
5 Edgewater.....	3,150		3		3		3			6					
6 Elizabeth.....	84,550		14	3	7	11	16	1	11	4	4	1½-3		250	
7 Englewood f....	11,859	5	1		6	1	2	1							
8 Haddonfield....	5,077		1		1	1	1			7			71		
9 Hoboken.....	76,104	1	3	3	3	4	4	1	3	9	9	9	700	500	
10 Jersey City.....	300,133	{	12		12	4	4	5	12	8-7	8-6	8-5	2,200	1,300	
			18		18	20	19				8-5				
11 Montclair.....	25,500	2	5		7	5	10	5	5	6			750	250	
12 Morristown.....	13,158			2	2	2	1		1	6	4		625		
13 Mt. Tabor.....			1		1		1			6			50		
14 Newark.....	399,000	{	12		12	21	20	41	18	12	12	12	425	300	
			21	27	48	126	157		21	5	2	3	12,192	4,003	
15 Orange.....	32,524	1	4		5	4	6	2	2	7			703		
16 Passaic.....	69,010		4		4	7	5			6			3,800		
17 Paterson.....	136,374	{	6		6	7	8	1	1	7	3		3,000		
			2		2	3	1		1	7	3		950		
18 Perth Amboy...	39,725	1	3		4	3	2	1	2	6	4		780	900	
19 Princeton.....	5,678			3	3	1			2					756	
20 Rahway.....	10,077		2		2		1			8	3	3	125		
21 Red Bank.....	8,631	3			3		1	1		5		5	200	90	
22 Salem.....	6,953		2		2		2			5½					
23 South Orange...	5,866	1			1	1		1		8	8	8	300		
24 Summit.....	9,136		2		2	2	1		1	9			**175		
25 Trenton.....	109,212		10		10	23	20		8	4			4,226		

AST YEAR AND HOW

f cities follow the "small community" table

Authorities Managing Playgrounds and Recreation Centers	Expenditures Last Fiscal Year				Sources of Financial Support of Playgrounds and Recreation Centers	Year First Center Was Established under Leadership	Sources of Information
	Land Buildings Permanent Equipment	Upkeep Supplies and Incidentals	Salaries	Total			
1 Board of Education.....	\$	\$39.40	\$100.00	\$139.40	Municipal.....		
2 Board of Park Commissioners.....	1,610.00	8,061.87	11,755.17	21,427.04	Municipal.....		R. R. Benedict
3 Board of Education.....		100.00	200.00	300.00	Municipal.....		B. M. Little
4 Board of Education.....		450.00	2,370.09	2,820.09	Municipal.....	1908	A. T. Heibel
5 Division of Parks and Recreation.....		2,521.00	28,952.00	31,474.00	Municipal and Private	1907	Rodowe Abeken
1 Butte Electric Ry. Co.....		594.00	891.00	1,485.00	} Municipal and Private	1907	C. V. Munsey
City.....		1,476.12	1,279.55	2,755.67			
1 Playground Board.....		96.66	315.00	* 413.66	Municipal and Private	1916	Clara Reeder
2 Public Recreation Board and Board of Education.....	2,000.00	7,000.00	11,000.00	20,000.00	Municipal.....	1915	C. H. English
3 Playground Committee.....	500.00	100.00	50.00	750.00	Private.....	1915	C. R. Parkerson
1 Playground Committee.....				1,000.00	Municipal.....	1910	F. W. Teague
2 City Playground Committee.....	200.00	30.00	270.00	500.00	Municipal.....	1914	F. J. Porter
3 Parent-Teachers Association.....	116.00	249.00	360.81	725.81	Municipal and Private	1914	Minnie Shattuck
4 City.....			500.00	500.00	Municipal and Private	1916	John C. O'Hare
1 Town Improvement Association.....				543.70	Municipal and Private		Florentine Ward
2 Board of Recreation Commissioners.....	2,270.00	1,615.00	4,915.00	8,800.00	Municipal.....	1908	F. A. Finkeldey
3 E. I. du Pont de Nemours and Co.....	400.00	50.00	200.00	650.00	Private.....	1916	C. C. McColley
4 Board of Education and Home and School Association.....	96.00	15.00	268.00	379.00	Municipal.....	1915	Mrs. F. I. Krauss
5 Board of Education.....		25.00	370.00	395.00	Municipal.....	1915	W. F. Conway
6 Board of Recreation Commissioners.....	14,930.00	990.00	4,580.00	20,500.00	Municipal.....	1910	Dean P. Otis
7 Board of Education and Civic Association.....		22.50	1,600.00	1,622.50	Municipal and Private		E. C. Sherman
8 Playground Association.....	250.00	90.00	110.00	550.00	Private.....	1916	J. M. T. Childrey
9 Department of Public Park and Property.....				5,853.25	Municipal.....		Harry L. Schmulling
10 Department of Parks and Public Property.....	3,500.00	1,500.00	4,610.00	9,610.00	} Municipal.....	1909	A. Harry Moore] Henry Snyder
Board of Education.....				6,676.00			
11 Board of Education.....	1,508.09	68.20	2,875.00	4,449.29	Municipal.....	1898	Noble P. Randel
12 Morristown Playground Society.....		350.00	2,100.00	2,450.00	Private.....	1910	R. D. Warden
13 Playground Association.....		10.00	125.00	135.00	Private.....	1911	Arthur Fairlamb
14 Board of Recreation Commissioners.....	17,949.71	13,556.59	36,627.99	68,134.29	} Municipal.....	1898	V. K. Brown R. D. Warden
Board of Education.....		7,049.00	15,426.00	22,475.00			
15 Department of Parks and Public Property.....	400.83	3,435.52	2,075.00	5,911.35	Municipal.....	1906	S. Fred Wright
16 Board of Playground Commissioners.....		1,200.00	1,824.00	3,024.00	Municipal.....	1909	Anne W. Gallagher
17 Board of Recreation Commissioners.....	6,000.00		2,000.00	8,000.00	} Municipal and Private	1915	J. K. Alverson
Board of Park Commissioners.....	3,500.00		450.00	3,950.00			
18 Board of Playground Commissioners.....		340.00	660.00	1,000.00	Municipal.....	1912	R. O. Afflerbach
19 Board of Education.....		137.35	1,350.00	1,487.35	Municipal.....	1913	Mabel T. Vanderbilt
20 Board of Education.....		28.00	100.00	128.00	Municipal and Private	1915	W. J. Bickett
21 Recreation Association.....		750.00	1,200.00	1,950.00	Municipal and Private	1914	Mrs. L. M. Warren
22 Woman's Club.....			180.00	184.40	Municipal and Private	1914	Ellen B. Smith, M.D.
23 Recreation Commission.....	1,064.54	434.86	1,500.00	2,999.40	Municipal and Private	1913	A. E. Clough
24 Town Improvement Association.....	200.00	230.33	325.00	755.33	Private.....	1909	Mrs. J. H. Gross
25 Department of Parks and Public Property.....	844.70	3,249.56	3,905.74	8,000.00	Municipal.....	1910	Wm. F. Burk

WHAT CITIES "PLAYED"

Foot notes indicated by signs after the names

STATE AND CITY	Population*	Number of Centers Maintained under Leadership				Number of Paid Workers Exclusive of Caretakers				Hours per Day Centers under Leadership			Average Daily Attendance	
		Year-round	Summer Only	Other Seasons	Total	Men	Women	Year-round	Caretakers	Summer	Spring and Fall	Winter	July and August	Winter Centers
New Jersey—Con't.														
26 Westfield.....	8,147		¶1		1	1	2			5½			600	
27 West New York.....	17,933	1		1	2	3	1	2	2	8	8	5	1,100
28 Woodbury.....	5,288		1		1	1			1	7			50	
New York														
1 Albany.....	103,580		5		5	5	9			5			250	
2 Binghamton.....	53,082		13		13	15	22		13	6	1		
3 Buffalo.....	461,335	14			14	15	13	15	14	13	8	6	8,000	750
4 Canajoharie.....	2,474		¶1		1	1				7			45	
5 Dolgeville.....	3,326		1		1		1			9			85	
6 Fredonia.....	5,328		1		1	1	1						67	
7 Glens Falls.....	16,628		2		2	2	2			7			120	
8 Gloversville.....	21,850	1			1	1				12		12	100
9 Goshen.....	3,511		1		1		1			5			**20	
10 Hornell.....	14,513		3		3	1	3			8			200	
11 Hudson.....	12,512		¶1		1		2			5				
12 Hudson Falls...	5,586		¶1		1	1	1			6			200	
13 Ithaca.....	15,679		1	1	2	1	1			6	2		55	
14 Jamestown.....	35,729		7		7	6	10			7			732	
15 Lackawanna.....	15,737	1		1	1	1	2		2	11	6		241	
16 Little Falls.....	13,289		3		3	4	3			8			250	
17 Medina†.....	6,079	2		2	2	2	3		2	7½	3½	3½	425	550
18 Mount Morris...	3,884		1	1	2	2			1	7			75	220
			177	42	219	822				4½		2½	77,892	19,655
		35	35	8	70	60	80	67	10	8			2,000	
										9-7	11-6	9-10	9,485	610
		10	20		30	29	39	21	69	10	7	6	26,355	12,681
		25	54		79	12	50	20		6	3	2½	10,000	4,000
19 New York.....	5,468,190													
			1		1		2			10			170	
			3		3	3	6		2	9-5			600	
			10		10									
20 Oswego.....	23,983		2		2	2	2			6			200	
21 Plattsburg.....	12,563		2		1	1	1		4	8			166	
22 Rensselaer.....	11,102		1		2	2				6			75	
23 Rochester.....	250,747	15	9	6	31	51	50	52	12	12	3 and all day Sat. 9 a.m.-dark 3	3 and all day Sat.	10,333	4,051
24 Rome.....	23,215		3		3	2	2		1				200	
25 Sag Harbor.....	3,245	1		1	1	1	1	2	2	8		3	150	200
26 Schenectady.....	95,265	4	10	1	15	9	18	2		5½	2	2½	2,400
27 Solvay.....	5,886		2		2	1	2		2	8½			204	
28 Suffern.....	2,781		1		1		1			8	2½		70	
29 Troy.....	77,738		4		4		5		4	4½			**200	
30 Utica.....	83,876		4		4	4	14			8			300	
31 White Plains.....	20,194		2		2	1	3			4			125	
32 Yonkers.....	96,610	†2	1	5	8	4	4	6	3	13½	10½	8	1,538	1,497

LAST YEAR AND HOW

of cities follow the "small community" table

Authorities Managing Playgrounds and Recreation Centers	Expenditures Last Fiscal Year				Sources of Financial Support of Playgrounds and Recreation Centers	Year First Center Was Established under Leadership	Sources of Information
	Land Buildings Permanent Equipment	Upkeep Supplies and Incidentals	Salaries	Total			
26 Playground Commission.....	\$	\$	\$370.00	\$370.00	Municipal.....	1912	E. H. Witke
27 Board of Recreation Commis- sioners.....	2,013.03	1,637.11	2,640.00	6,290.14	Municipal.....	1913	R. J. Miller
28 Private Individual.....				300.00	Private.....	1916	M. J. Thomas
1 Albany Mothers' Club.....					Private.....	1899	Machtilde Van Der Wart
2 Board of Education and City Planning Commission.....	381.41	132.97	2,492.75	3,014.13	Municipal and Private	1915	John A. Giles
3 Bureau of Playgrounds.....		8,900.00	32,190.00	41,090.00	Municipal.....	1901	Chas. W. Dilcher
4 Committee Board of Trade.....	1,680.32		60.00	1,740.32	Private.....	1916	F. E. Barbour
5 Playground Association.....		100.00	125.00	225.00	Private.....	1916	J. J. Griffith
6 Y. W. C. A.....						1913	P. R. Borsilleri
7 Recreation Commission.....		224.30	579.03	803.33	Municipal.....	1913	Laura Sweet
8 Playground Committee.....			500.00	500.00		1913	S. Elmore Burton
9 Goshen Field, Inc.....		40.00	160.00	200.00	Private.....	1912	Mrs. P. V. D. Gott
10 Municipal Playground Com- mittee.....	74.00	167.00	378.75	619.75	Municipal.....	1908	Mrs. F. W. Sherwood
11 Playground Committee of Civic Association.....					Private.....	1914	Mrs. J. W. Gillette
12 Woman's Civic League and Board of Education.....		63.71	250.00	313.71	Municipal.....	1912	Mrs. Preston Paris
13 Board of Education.....		46.13	734.50	780.63	Municipal.....	1916	Frank D. Boynton
14 Board of Education.....	124.74	75.00		905.37	Municipal.....	1916	Board of Education
15 Lackawanna Social Center.....				3,000.00		1911	Alice P. Vanston
16 Playground Association.....		250.00	525.00	775.00	Municipal and Private	1915	H. A. Mills
17 Board of Education.....		350.00	350.00	700.00	Municipal and	1915	G. H. Roehrig
Community Y. M. C. A.....		225.00	1,000.00	1,225.00	Private.....	1915	
18 Playground Association.....					Private.....	1916	F. C. Miller
19 Board of Education.....			72,863.77	72,863.77			Board of Education
Department of Parks (Bronx).....	3,134.71	4.75	6,346.79	9,486.25			E. C. Awewell
Bureau of Recreation, Depart- ment of Parks (Manhattan).....				76,782.80			W. J. Lee
Department of Parks (Brook- lyn).....	1,200.00	5,131.61	24,350.72	30,682.33			John J. Downing
Parks and Playgrounds Asso- ciation of the City of New York.....		2,882.36	7,365.00	10,247.36	Municipal and Private	1899	Parks and Play- grounds Associa- tion of the City of York
National Highways Protective Society.....				600.00			E. S. Cornell
Flatbush Playground Associa- tion.....				1,500.00			George W. Wilson
Brooklyn Committee Parks and Playgrounds Association							Lillian W. Betts
20 Commissioner of Works.....	333.91	321.85	448.00	1,103.76	Municipal.....	1911	C. W. Linsley
21 Woman's Civic League.....		225.00	80.00	311.00	Private.....	1914	Bertha Mendelsohn
22 Equal Suffrage Club.....					Private.....	1916	Catherine Smith
23 Bureau of Playgrounds and Recreation.....		23,396.57	46,941.82	70,338.39	Municipal.....	1903	Robt. A. Bernhard
24 Board of Public Works.....		300.00	700.00	1,000.00	Municipal.....	1911	L. M. Kircher
25 Mashamuel Park and Social Center.....		3,500.00	5,000.00	8,500.00	Private.....	1911	R. K. Atkinson
26 Board of Education.....	1,200.00	2,000.00	3,500.00	6,700.00	Municipal.....	1912	Mary G. Mason
27 School Board.....	71.75		195.60	267.35	Municipal.....	1915	Chas. A. Paull
28 Playground Association.....	400.00		150.00	550.00	Private.....	1916	Mrs. C. A. Pace
29 Women's Civic League.....				3,326.85	Municipal and Private	1906	Mrs. F. W. Thomas
30 Parks Bureau Playgrounds.....	250.00	625.00	2,475.00	3,350.00	Municipal and Private		E. M. Swiggett
31 Board of Education.....		185.00	443.00	628.00	Municipal and Private	1911	Mrs. H. P. Griffin
32 Playground and Recreation Commission.....	384.70	1,002.45	5,518.65	6,905.80	Municipal.....	1910	Elliot G. Kingsbury

WHAT CITIES "PLAYED"

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STATE AND CITY	Population*	Number of Centers Maintained under Supervision				Number of Paid Workers Exclusive of Caretakers				Hours per Day Centers Supervised			Average Daily Attendance		
		Year-round	Summer Only	Other Seasons	Total	Men	Women	Year-round	Caretakers	Summer	Spring and Fall	Winter	July and August	Winter Centers	
NORTH CAROLINA															
1 Asheville.....	20,490		1	1	1	1				6	4		900		
2 Charlotte.....	38,887		5	5	4	6				3½			586		
3 Raleigh.....	19,980	1	3	3	4	3	2	1		7	7	4	528	126	
4 Ridgecrest.....	1,152		1	1	1								25		
5 Salisbury.....	7,153		2	2	2	1				5½-6			170		
6 Wilmington.....	29,384		1	1	1			1		8			150		
OHIO															
1 Akron.....	82,958		4	4	5	10				9			1,765		
2 Athens.....	5,463		1	1	2			1		8	8		150		
3 Canton.....	59,139		14	14	6	10				6			1,836		
4 Cincinnati.....	406,706			10	10	26		10					10,000		
			17		17	42		17							
			20		20	25	25	20		8			3,143		
5 Cleveland.....	657,311		17	3	20	22	20			8	4	10	4,250	345	
		1			1	3	3	1		7½	4	4	556	276	
6 Columbus.....	209,722		9	11	20	35	15		5	8	4	9	2,127	2,662	
7 Dayton.....	125,509		2	7	7	4	8	3	5	7	8	9	2,388	312	
			11		11	2	9			6			811		
8 Gallipolis.....	5,560		3		3	3	1	1	3	8	4	4	100	150	
9 Kenton.....	7,185		1		1	1					8		50		
10 Nelsonville.....	6,082		1		1	1				10			200		
11 Newark.....	28,953		3		3	4	3		3	8			700		
12 Niles.....	8,830		3		3	1	6			5			364		
13 Sidney.....	6,607		1		1	1	1						100		
14 Steubenville.....	26,631		1		1	1		1		9:30-8:30			60		
15 Toledo.....	187,840		6		6	4	8		6	6					
16 Wooster.....	6,136		1		1	1		1				6			
			12		12	12	10	1	12		3	3		200	
17 Youngstown.....	104,489		14		14	15	14	1	7	9			1,744		
			2		2	2	2		2	10			832		
			1		1	1	2	1	1	6			150		
18 Zanesville.....	30,406		2		2	1	3		4	8			600		
OREGON															
1 Astoria.....	10,240		1		1		1								
PENNSYLVANIA															
1 Altoona.....	57,606		7		7	2	6			7	7		1,200		
2 Ambridge.....	5,205		1		1	1	1			1	1		90		
3 Bath.....	1,057		1		1	1				6			150		
4 Bloomsburg.....	7,413		2		2	1	1			3			100		
5 Braddock.....	21,310		2		2		9		1	3					
6 Bristol.....	10,390		2		2		4		2	3			180		
7 Carnegie.....	11,421		2		2		2			8			300		
8 Catasauqua.....	5,250		1		1	1	1		2	10			491		
9 Chambersburg.....	12,286		1		1	1	1			6			200		
10 Chester.....	40,935		9		9		28								
11 Clairton.....	3,326		2		2		1		2	12	12		460		
12 Danville.....	7,517			1	1		2		1	8			30		
13 Doylestown.....	3,304		1		1		1		1				100		
14 Duquesne.....	19,284		3		3	5	3			11			1,100		
15 East Pittsburg.....	5,615		2		2	1	3			5			300		
16 Ellwood.....	3,902		1		1	2	2		1	10			648		
17 Erie.....	73,798		6	2	8	5	6	1	6	7½		2½	798	244	
18 Gettysburg.....	4,030		1		1	1	1		2						
19 Hamburg.....	2,301		1		1	1	1		1	8			40		
20 Hazleton.....	28,001		2		2	1	3			6					

LAST YEAR AND HOW

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Authorities Managing Playgrounds and Recreation Centers	Expenditures Last Fiscal Year				Sources of Financial Support of Playgrounds and Recreation Centers	Year First Center Was Established under Leadership	Sources of Information
	Land Buildings Permanent Equipment	Upkeep Supplies and Incidentals	Salaries	Total			
1 Board of City Commissioners.	\$2,000.00	\$400.00	\$500.00	\$2,900.00	Municipal.	1916	
2 Charlotte Park and Tree Com- mission.	582.44	416.81	1,446.75	2,446.00	Municipal.	1913	H. G. Bruee
3 Recreation Commission.	300.00	200.00	3,100.00	3,600.00	Municipal and Private	1914	C. H. MacDonald
4 Civic League.		25.00	50.00	75.00	Private.	1914	Marie F. Moes
5 Committee Y. M. C. A.	30.00	63.00	200.00	293.00	Municipal and Private	1914	Ed. M. Hoffman
6	500.00		200.00	700.00	Private.		
1 Children's Playground Com- mittee.		500.00	2,200.00	2,700.00	Municipal and Private	1911	V. S. Stevens
2 School Board.	500.00	260.00	1,200.00	1,960.00	Municipal and Private	1915	G. F. Morgan
3 Canton Park and Playground Association.	428.00	679.53	2,342.00	3,449.53	Municipal and Private		Mrs. A. E. Sprentall
4 Park Board.				9,000.00	Municipal.		N. C. Seuss
5 School Board.				17,000.00			
6 Division of Education.			6,925.62	8,475.47			E.A. Peterson, M. D.
7 Division of Recreation.		1,000.00	6,500.00	7,500.00	Municipal and	1900	J. F. Potts
8 Hiram House.	202.21	895.75	3,022.22	4,120.18	Private.		G. A. Bellamy
9 Division of Public Recreation.		2,422.00	7,182.00	9,604.00	Municipal.	1910	A. W. Raymond
10 Division of Recreation.				14,000.00	Municipal and		H. N. Sollenberger
11 Playground Association.				2,000.00	Private.		
12 Board of Education.					Private.		O. B. Clifton
13 Playground Association.	200.00		200.00	400.00	Private.	1916	Mrs. W. S. Robinson
14 Y. M. C. A.		150.00	150.00	300.00	Private.	1915	W. L. Hudson
15 Board of Education.		610.70	934.90	1,545.60	Municipal.	1913	Wilson Hawkins
16 Public Schools.		10.01	476.00	486.01	Municipal and Private	1915	W. C. Campbell
17 Board of Education.		136.00	200.00	336.00	Municipal.		H. R. McVay
18 Woman's Club.		78.00	150.00	228.00	Private.	1914	Helen J. Holliday
19 Department of Public Welfare.				1,000.00	Municipal and Private		Wm. Beatty
20		100.00	900.00	1,000.00			G. C. Maurer
1 Playground Association.	200.00	300.00	3,200.00	3,700.00	Municipal and		
2 Park Board.		900.00	1,600.00	3,500.00	Private.		
3 Carnegie Steel Company.	350.00	2,000.00	600.00	2,950.00		1905	J. H. Chase
4 Christ Mission.		100.00	375.00	475.00			
5 City Federation of Women's Clubs.		50.00	350.00	400.00	Private.	1912	Mrs. W. C. Bowers
1 Parent-Teachers' Association.				200.00	Private.		Mrs. R. R. Bartlett
1 School District.	4,500.00	1,500.00	1,500.00	7,500.00	Municipal and Private	1916	H. H. Baish
2 Woman's Club.				250.00	Private.	1915	Mrs. R. G. Manning
3 Parent-Teacher Association.	375.00	25.00	150.00	550.00	Private.	1916	W. U. Helffrich
4 Civic League.				20.00	Private.	1914	Edith Patterson
5 School District.		29.80	415.00	444.80	Municipal.	1907	F. C. Stelts
6 Playground Association.		100.00	280.00	380.00		1912	Mary W. Swain
7		200.00	200.00	400.00	Municipal and Private		T. J. George
8 Park and Playground Associa- tion.	7,710.96	155.63	260.50	8,127.09	Private.	1916	J. S. Stillman
9 Playground Committee of Civic Club.		58.00	297.00	355.00	Private.	1915	Grace G. Kempter
10				3,000.00	Municipal and Private		E. L. Cochrane
11 Carnegie Steel Company.		140.00	1,115.35	1,255.35	Private.	1913	H. J. Davis
12 Civic Club.				1,050.00	Private.	1915	Mrs. E. S. Gearhart
13 Board of Trustees Blanche Burpee Public Playgrounds.					Private.		John C. Swartley
14 Carnegie Steel Company.					Private.	1913	Carnegie Steel Co.
15 Public School.	600.00	25.00	380.00	1,005.00	Municipal and Private	1915	H. L. Koons
16 Shelby Steel Tube Company.	259.12	911.51	632.32	1,802.95	Private.	1914	Margaret Alexander
17 Board of Education.		305.85	1,137.00	1,412.85	Municipal.		D. G. Evans
18 Playground Association.					Private.	1915	Wm. A. McLean
19 Parent-Teachers' Association and School Board.	10.00	25.00	100.00	135.00	Private.	1913	J. B. Schoek
20 Playground Association and Civic Club.				850.00	Private.	1912	Mrs. J. J. Kelley

WHAT CITIES "PLAYED

Foot notes indicated by signs after the names

STATE AND CITY	Population *	Number of Cen- ters Maintained under Leadership				Number of Paid Workers Exclusive of Caretakers				Hours per Day Centers under Leadership			Average Daily Attendance		
		Year- round	Summer Only	Other Seasons	Total	Men	Women	Year- round	Care- takers	Summer	Spring and Fall	Winter	July and August	Winter Centers	
PENN.—Con't.															
21 Johnstown.....	66,585		14		14	3	11			8			2,663		
22 Lancaster.....	50,266		6		6	7	6			6			5,500		
23 Lock Haven.....	7,772		1		1	1	1			6½			138		
24 Mahanoy City...	17,217		1		1	1	1			5			150		
25 Media.....	3,561		2		2	1	2			5					
26 Monessen.....	20,191		1		1	1				7			100		
			3		3		3			6			200		
27 Munhall and Homestead....	26,451	1	2	2	4	7	4	3	1	7	4	3	2,728	100	
28 New Castle....	40,351		1		1	6	10			8			200		
29 New Kensington...	7,70		2		2		1			10			300		
30 North Braddock	14,61		3		3		12			3			650		
31 Oil City.....	18,971			2	2		4			6½	6½		150		
32 Philadelphia...	1,683,66	13	12		25	31	33	64	4	13	9	9	14,002	7,699	
33 Phoenixville...	11,55	21	140		161	88	156	21	1	7	3.5	2.4	17,710	1,806	
			1		1	1	2			9			92		
34 Pittsburg.....	571,98	10	34	1	45	82	166	64	2	12	8	8	22,000	3,600	
Pittsburg, N. S.		14	28		42	22	124	18		3 & 12	2 & 12	2 &	6,500	550	
35 Pittston.....	18,22			3	3	1	7			9			253		
36 Pottstown.....	16,60		4		4	1	3			4			50		
37 Pottsville.....	22,02		2		2	2	2			6			521		
38 Reading.....	107,59		9		9	11	15			12			2,888		
39 St. Clair.....	6,45		2		2		1			8			180		
Schuylkill Co.															
40 St. Marys.....	6,34		1		1	1				6			275		
41 Scranton.....	144,08		14	5	19	16	23	2	1	8½		7:30-9:30 p.m.	8,529	1,460	
42 Shenandoah...	28,64		1		1		2			5			150		
43 Shillington.....	1,42		1		1	1				7			50		
44 Somerset.....	2,61		1		1		1			6			90		
45 Steelton.....	15,33		6		6	3	4			6½			1,090		
46 Tarentum.....	7,41		1		1		2			5			115		
47 Uniontown....	19,96		3		3	3	1			7			225		
48 West Chester...	12,94		2		2	4	12			8			500		
49 Wilkes-Barre...	75,21		8		8	5	7			8			3,600		
50 Williamsport...	33,49		4		4	2	5			8			629		
										(3) 9-12					
										(1) 6-9					
51 Wilmerding....	6,13		3		3	4	2			6½			125		
52 Windber.....	8,01		1		1	1				10			125		
53 Wyomissing...			2	1	3	3	1			9		3	275	20	
RHODE ISLAND															
1 Newport.....	29,631		11	2	13	6	14	1		6	3	5	1,015	205	
2 Pawtucket.....	58,151		5		5	3	2			8					
3 Providence.....	250,027	7	14	4	25	45	93	14		12	5	4	8,013	4,085	
4 Westerly.....	9,307		2		2	2				6			350		
5 Woonsocket...	43,355		1	1	2		2			4½			275		
SOUTH CAROLINA															
1 Charleston.....	60,427	3			3	3	4			4	4	4	800		
SOUTH DAKOTA															
1 Aberdeen.....	14,510	5	5		10	1	1	2		3	1		200		
TENNESSEE															
1 Chattanooga....	58,576	2			2	9	4	4		9			600		
2 Clarksville.....	8,548		1		1	1	1		2				120		
3 Memphis.....	146,113	7	2	4	13	8	9	10		5½	2½	2	750	130	

LAST YEAR AND HOW

of cities follow the "small community" table

Authorities Managing Playgrounds and Recreation Centers	Expenditures Last Fiscal Year				Sources of Financial Support of Playgrounds and Recreation Centers	Year First Center Was Established under Leadership	Source of Information
	Land Buildings Permanent Equipment	Upkeep Supplies and Incidentals	Salaries	Total			
21 Recreation Commission.....	\$	\$600.00	\$2,177.00	\$2,777.00	Municipal.....	1914	C. H. Meyer
22 Playground Association.....		467.65	861.50	1,329.15	Municipal.....	1909	W. F. Carey
23 Civic Club.....		74.27	175.00	249.27	Municipal and Private	1911	Mrs. Chas. Dunn
24 Sunday School Athletic As- sociation.....						1915	Jeanette M. Hornsby
25 Civic Association.....		50.00	250.00	300.00	Private.....	1913	Benj. F. Whitson
26 Playground and Park Com- mittee of Board of Trade.....				180.00	} Municipal and Private.....	1913	H. E. Gress
School Board.....				450.00			
27 Welfare Department Carnegie Steel Co.....		2,080.00	3,860.00	5,940.00	Private.....	1913	A. H. Wyman
28 Playground Association.....		204.00	1,414.00	1,616.00	Municipal.....	1909	H. S. Toynber
29 Board of Education.....	50.00	45.00	495.00	590.00	Municipal.....	1912	J. E. Hershberger
30 Board of Education.....				741.06	Private.....		Mrs. Anna Mount
31 Parent-Teachers' Association.....				209,110.00	} Municipal.....	1894	W. D. Champlin
32 Board of Recreation.....	102,320.00	23,053.00	83,737.00	209,110.00			
Board of Education.....		500.00	56,000.00	56,500.00	} Municipal and Private	1912	Mrs. Geo. A. Lambert
33 Playground Association.....		106.88	360.00	466.88			
34 Bureau of Recreation.....	5,000.00	35,415.00	84,035.00	126,500.00	} Municipal and Private.....	1896	W. F. Ashe
Playground and Vacation School Association of Alle- gheny, Inc.....				32,000.00			
35 City.....	16,890.00	100.00	1,579.00	18,569.00	Municipal and Private	1915	Mrs. John Cowley
36 Woman's Club.....		20.00	143.00	163.00	Private.....		O. M. Wintermute
37 Y. M. C. A.....		75.00	303.00	378.00	Private.....	1914	M. Irene Boyer
38 Playground Association.....	1,100.00	2,000.00	3,600.00	6,700.00	Municipal.....	1903	J. F. Murray
39 Playground Association.....	400.00		40.00	440.00	Private.....	1916	A. A. Harwich
40 Village Improvement Ass'n.....	400.00	35.00	270.00	705.00	Private.....	1915	E. F. Faust
41 Bureau of Recreation.....	203.35	1,074.18	8,251.69	9,529.22	Municipal.....	1907	Mrs. M. T. Hammond
42 Civic Club.....		400.00	100.00	500.00	Private.....	1916	J. A. Mott
43 Playground Association.....	80.00		60.00	140.00	Private.....		Mrs. F. W. McDermott
44 School Board.....	900.00	50.00	220.00	1,170.00	Municipal.....	1912	H. J. Yeager
45 Parks and Playgrounds Com- mission.....	600.00	170.00	891.74	1,661.74	Municipal and Private	1916	J. H. Fike
46 Civic Club.....		15.80	60.00	75.80	Municipal and Private	1910	C. A. Davis
47 Playground Association and School Board.....	100.00	100.00	600.00	800.00	Municipal and Private	1914	D. H. McQuiston
48 Playground Association.....	950.00	530.10	1,032.00	1,562.10	Municipal.....		Jane R. Baker, M.D.
49 Recreation Commission.....		400.00	1,500.00	1,900.00	Municipal.....	1905	W. A. Rogers
50 Brandon Park Commission, Home Club, Trauseau School		750.00	400.00	1,150.00	Municipal and Private	1909	G. R. Fleming
51 Y. M. C. A.....		690.15	557.79	1,247.94	Municipal and Private	1910	W. P. Bradley
52 Playground Association.....	200.00	100.00	192.50	492.50	Private.....	1915	W. W. Lantz
53 Playground Association.....	684.00	542.64	540.00	1,766.64	Private.....	1910	Playground Ass'n
1 Board of Recreation Commis- sioners.....	661.00	3,200.00	3,600.00	7,461.00	Municipal.....	1911	H. F. Cook
2 Committee of City Council.....		200.00	1,500.00	1,700.00	Municipal.....	1910	C. P. Hall
3 Board of Recreation.....	15,640.16	2,588.60	12,876.50	31,105.26	Municipal.....	1906	J. J. McCaffrey
4 School Committee.....		75.00	600.00	675.00	Municipal.....	1913	W. H. Bacon
5 Manville Company and O. M. S. C.....	25.00	60.00	216.00	301.00	Municipal and Private	1914	Florence G. Bullock
1 Municipal Playground Com- mission.....				4,920.00	Municipal.....	1909	W. R. Lunk
1 Board of Education.....		1,000.00	2,400.00	3,400.00	Municipal.....		H. C. Johnson
1 Park Department.....					Municipal.....		Phil Shugart
2 United Charities.....	140.00		100.00	240.00	Municipal.....	1912	Jessie B. Atkins
3 Recreation Commission.....		1,410.00	4,590.00	6,000.00	Municipal.....	1914	Grace Hargis

WHAT CITIES "PLAYED"

Foot notes indicated by signs after the names

STATE AND CITY	Population *	Number of Centers Maintained under Leadership				Number of Paid Workers Exclusive of Caretakers				Hours per Day Centers under Leadership			Average Daily Attendance		
		Year-round	Summer Only	Other Seasons	Total	Men	Women	Year-round	Care-takers	Summer	Spring and Fall	Winter	July and August	Winter Centers	
TEXAS															
1 Dallas.....	118,482	3	10		13	15			7						
2 El Paso.....	59,771			15	15	5	20		14		7	7		6,500	
3 Fort Worth.....	99,528	7	3	1	11	5	8	13	20	5	5	3½	1,114	830	
4 Waco.....	32,756	1	10		11	12		3	3						
UTAH															
1 Salt Lake City..	109,530	{ 2	2		4	7	13	3	3	10½	2		1,590	50	
			1		1	1	1			10			75		
VERMONT															
1 Bellows Falls....	4,833		1		1		1			8			150		
2 Bennington.....	9,047	1			1	1	1	1		5	4	4	80	100	
3 Brattleboro.....	6,517		3		3		1			5½			30		
4 St. Albans.....	6,381	{ 1			1	2	1	3	1	13	13	13		150	
		1			1	1	1	1	1						
5 Woodstock.....	1,383		1		1		1			3			37		
VIRGINIA															
1 Lynchburg.....	32,385	2	2		4	4	4	3	1	9 a.m.-dark	3-6	2½	1,200	300	
2 Norfolk.....	88,076		7		7	7	10			3			944		
3 Richmond.....	154,674	2	7	4	13	10	13	2	10	8	3	2	4,000		
WASHINGTON															
1 Seattle.....	330,834	4	5		9	5	4	8	21	8		8	300	150	
2 Spokane.....	142,990		7		7	10	6	1	11	13			3,500		
WEST VIRGINIA															
1 Bluefields.....	14,637		1		1	1				8			100		
2 Fairmont.....	14,900		3		3	1	3			7			300		
3 Huntington.....	43,572		3		3	1	1			6½			120		
4 Keyser.....	3,705		1		1	2	2	2		4	4		150		
5 Morgantown.....	12,974		3		3	1	3			8			225		
6 Wheeling.....	43,097		3		3	8	5	2					663		
WISCONSIN															
1 Kenosha.....	30,319		4	4	8	6	18	1	3	5		4	260	374	
2 La Crosse.....	31,522		3		3	4	2			6					
3 Manitowac.....	13,679	6			6	4		1		12	12	8	800	1,800	
4 Milwaukee.....	428,062	1	15	7	23	3	3	5		12½		5	6,639	4,982	
5 Neenah.....	5,734		3		3	2	3			8			75		
6 Oshkosh.....	35,581		6		6	6	6	1		7½			1,108		
7 Sheboygan.....	28,211		5		5	3	9			6			389		
8 West Allis.....	6,645		3	1	4	4	2			1-9 p.m.	7-9 p.m.		200	80	
		{ 1	2		3	1	4	5	1	8	4	4	500		
			1		1	4				7			300		
		1			1	1	1	1	1	8	8	8	71		
1 Honolulu, H. I.	52,183	1			1	1	1	1	1	4	4	4	200		
			1		1	1	1	1		4	4	4			
				1	1	1	1			4			40		
				12	12	12		12		2	2	2		331	

LAST YEAR AND HOW

of cities follow the "small community" table

Authorities Managing Playgrounds and Recreation Centers	Expenditures Last Fiscal Year				Sources of Financial Support of Playgrounds and Recreation Centers	Year First Center Was Established under Leadership	Sources of Information
	Land Buildings Permanent Equipment	Upkeep Supplies and Incidentals	Salaries	Total			
1 Park Department.....	\$.....	\$.....	\$.....	\$.....	Municipal.....	1909	M. A. Kesner
2 Board of Education.....		2,736.77	20,000.00	22,736.77	Municipal.....	1915	P. J. Tighe
3 Park and Recreation Com- mission.....	14,000.00	1,000.00	5,000.00	20,000.00	Municipal.....	1916	E. M. Vail
4 Park Department.....				11,500.00	Municipal.....		J. D. Harlow
1 City Park Commission.....	2,925.00	2,350.00	5,594.00	10,869.00	} Municipal.....	1909	J. R. Griffiths
Board of Education.....			300.00	300.00			
1 Park Department.....	100.00	120.00	180.00	400.00	Municipal.....		E. W. Kirkland
2 Public Welfare Association...		942.00	1,150.00	2,092.00	Municipal and Private	1911	Hilda Pratt
3 Parent-Teachers Association...	13.35	14.15	165.00	192.50	Private.....	1916	Mrs. N. H. Arnold
4 Stranahan Memorial Club.....					} Private.....		Wm. P. Jackson
Verulam Club.....							
5 Village Improvement Society..			60.00	60.00	Private.....	1911	Rachel M. French
1 City School Board.....		600.00	4,400.00	5,000.00	Municipal and Private	1913	F. C. Wood
2 Playground Commission.....		633.84	2,787.58	3,421.43	Municipal.....	1913	Mrs. H. C. Whitehead
3 Playground Department.....	525.00	1,575.00	7,900.00	10,000.00	Municipal and Private	1904	Robt. M. Miles, Jr.
1 Park Department.....	18,102.24	35,758.46		53,890.64	Municipal.....	1907	F. L. Fuller
2 Board of Park Commissioners..		1,900.00	13,100.00	15,000.00	Municipal.....	1913	B. A. Clark
1 Playground Association.....	500.00	25.00	150.00	675.00	Municipal.....	1915	H. S. Mabie
2 Woman's Club.....	102.23	51.00	211.50	364.73	Private.....	1916	Gillian J. Meredith
3 Woman's Club.....			330.00	330.00	Private.....	1916	Mrs. H. S. Bowman
4 Civic Club.....				350.00	Private.....	1916	Christine P. Sellers
5 School Board and Playground Committee.....			525.00	525.00	Municipal and Private	1912	Mrs. E. A. Yost
6 Playground Association.....		835.00	1,720.00	2,555.00	Private.....	1911	G. E. Holden
1 School Board.....		547.14	2,549.55	3,096.69	Municipal and Private	1914	Mary D. Bradshaw
2 Board of Education.....			800.00	800.00	Municipal.....	1913	B. E. McCormick
3 Board of Education.....	1,400.00	20.00	250.00	1,670.00	Municipal.....	1911	Z. Nespor
4 Board of School Directors....		6,475.00	61,553.00	68,028.00	Municipal.....	1912	H. O. Berg
5 Playground Association.....		75.00	730.00	815.00	Municipal and Private	1915	P. H. Coon
6 Board of Education.....		260.00	715.00	975.00	Municipal.....	1909	A. H. Hotchkiss
7 Board of Education and Park Commission.....			379.00	379.00		1912	Mrs. F. J. Tallmadge
8 Board of Education.....					Municipal.....		E. C. Asemann
Free Kindergarten and Child- ren's Aid Ass'n.....		201.32	1,833.00	2,034.32			
College Club and Central Com- mittee of Child Welfare....		102.45	318.00	420.45			
Lanakilla Home.....		171.00	600.00	771.00	} Municipal and Private.....	1911	Frances Lawrence
Private Individuals.....		10.00	50.00	60.00			
Palama Settlement.....							
Castle Kindergarten.....		5.00	100.00	105.00			
Y. M. C. A.....		984.00	3,000.00	3,984.00			S. W. Robley

WHAT CITIES "PLAYED"

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STATE AND CITY	Population *	Number of Centers Maintained under Leadership				Number of Paid Workers Exclusive of Caretakers				Hours per Day Centers under Leadership			Average Daily Attendance		
		Year-round	Summer Only	Other Seasons	Total	Men	Women	Year-round	Care-takers	Summer	Spring and Fall	Winter	July and August	Winter Centers	
CANADA															
MANITOBA															
1 Winnipeg.....	225,000		21	12	33	24	36	6	19	8		7½	8,300	848	
NOVA SCOTIA															
1 Halifax.....	46,619		6		6	7	7		5	6			800		
2 Truro.....	6,107		2		2		2			6			55		
ONTARIO															
1 Belleville.....	9,876	{	1		1		1			6			60		
			1		1		1			6			80		
2 Brockville.....	9,374		2		2		2		2	5			350		
3 Hamilton.....	81,969		3		3	3	3			7			400		
4 Ottawa.....	87,062		6		6	7	7		2	9					
5 Peterboro.....	18,360		2		2	2	2		2	7			150		
6 Toronto.....	376,538	{ 8	11	11	11	14	26	30	2	13	13	13	311	119	
			16		16	3	66		7	6			205		
QUEBEC															
1 Sherbrooke.....	16,405			1	1	1					2	2		18	

LAST YEAR AND HOW

of cities follow the "small community" table

Authorities Managing Playgrounds and Recreation Centers	Expenditures Last Fiscal Year				Sources of Financial Support of Playgrounds and Recreation Centers	Year First Center Was Established under Leadership	Sources of Information
	Land Buildings Permanent Equipment	Upkeep Supplies and Incidentals	Salaries	Total			
1 Playground Commission.....	\$1,448.01	\$9,049.27	\$7,549.44	\$18,046.72	Municipal.....	1908	A. R. Morrison
1 Playgrounds Commission.....		200.00	600.00	800.00	Municipal and Private	1906	R. V. Harris
2 Women's Local Council.....	30.00	35.00	120.00	185.00	Private.....	1913	
1 West Belleville Women's Insti- tute.....	114.34		130.00	244.34	{ Municipal and Private.....	1910	Mrs. J. C. Balis
High School and Women's Institute.....	70.00		150.00	220.00			
2 Community Y. M. C. A.....	100.00	66.39	270.00	436.39	Private.....	1913	W. H. Wood
3 Playground Association.....	1,500.00	600.00	1,400.00	3,500.00	Municipal.....	1909	R. I. Steele
4 City Council and Playground Association.....	900.00	700.00	2,100.00	3,700.00	Municipal.....	1912	J. C. Spence
5 Playgrounds Association.....	250.00	200.00	500.00	950.00	Municipal and Private	1915	Bertha F. Neal
6 Parks Department.....		16,300.00	22,671.00	39,301.00	{ Municipal.....	1910	S. H. Armstrong
Board of Education.....		1,040.25	3,568.00	4,608.25			
1 Y. M. C. A. and High School		10.00	100.00	110.00	Municipal.....	1916	C. Heywood

Foot notes indicated by signs after the names

STATE AND CITY	Population*	Number of Centers Maintained under Leadership				Number of Paid Workers Exclusive of Caretakers				Hours per Day Centers under Leadership			Average Daily Attendance	
		Year-round	Summer Only	Other Seasons	Total	Men	Women	Year-round	Caretakers	Summer	Spring and Fall	Winter	July and August	Winter Centers
CALIFORNIA														
1 Benicia.....	2,360	1			1	1		1	1	5	5	5	35	35
2 Kentfield.....		1			1	2	2	1	1	5	6	6	40	25
3 Oroville.....	3,859	1		1	2	1	2	1		16	6	(1) 5	25	(1) 250
4 Whittier.....	4,550		2		2	1	2			5		(1) 6	40	(1) 25
DELAWARE														
1 Henry Clay.....	1,000	1			1	1	3	4	1	9	9	9	50	75
IDAHO														
1 Kellogg.....	1,273		1		1	1	1			6				
ILLINOIS														
1 Earlville f.....	1,059	2			2	1			1			5	30	30
2 Gibson City f.....	2,086			1	1		2		2					100
3 Lake Forest.....	3,349	1	2	1	4	1	1	1	2	10-8	3-6	3-10		
4 Rochelle.....	2,732		1		1	1	1		2	8				50
5 Summit & Argo.....			1		1		1			3½			35	
IOWA														
1 Washington.....	4,544		1		1	1	1			4				
KANSAS														
1 Cold Water.....	1,088		1		1		1							
2 Fredonia f.....	3,473	1		2	4	1	2	1	2	8	8	8	80	60
3 Hays.....	2,339		1		1	1	1			6	6		100	
4 Liberal.....	2,314		1		1	1	2		1	14			150	
5 Pleasanton.....	1,516		1	1	2	1	1			7	4	4	40	35
6 Smith Center.....	1,403		1		1	1				8			75	
7 Stafford.....	1,728			2	2	1	1				3	2		200
8 Yates Centre f.....	2,199	2			2	1	1		2	3			75	
MASSACHUSETTS														
1 Hamilton.....	1,879		1		1	1	1			5			100	
2 Manchester.....	2,945			1	1	1				9-5	9-5		100	
3 Pepperell.....	2,830		1		1	1				7			20	
4 Williamstown f.....	3,981	1			1	1		1						
NEBRASKA														
1 O'Neill.....	2,089		1		1		1			8			150	
NEW JERSEY														
1 Carney's Point..			2		2		2			8			180	
2 Chatham.....	2,207		1		1	1	1		1	8				
3 Edgewater.....	3,150		3		3		3			6				
4 Mt. Tabor.....			1		1		1			6			50	
NEW YORK														
1 Canajoharie....	2,474		1		1	1				7			45	
2 Dolgeville.....	3,326		1		1		1			9			85	
3 Goshen.....	3,511		1		1		1			5			**20	
4 Mt. Morris.....	3,884		1		1	1				7			80	
5 Sag Harbor.....	3,245	1			1	1	1	2	2	8	3	3	150	200 per wk
6 Suffern.....	2,781		1		1		1			8	2½		70	
CAROLINA														
1 Ridgcrest.....	1,152		1		1		1						25	

MUNITIES ARE DOING

of cities follow the "small community" table

Authorities Managing Playgrounds and Recreation Centers	Expenditures Last Fiscal Year				Sources of Financial Support of Playgrounds and Recreation Centers	Year First Center Was Established under Leadership	Sources of Information
	Land Buildings Permanent Equipment	Upkeep Supplies and Incidentals	Salaries	Total			
1 Board of Directors.....	\$300.00	\$500.00	\$600.00	\$1,400.00	Private.....		H. K. White
2 Talmalpais Centre Woman's Club.....	25.00	100.00	1,920.00	2,045.00	Private.....	1908	Eva C. Webb
3 Y. M. C. A. and Social Center League.....	300.00	85.00	500.00	885.00	Private.....	1916	F. M. Duckles
4 Y. M. C. A.....		35.00	275.00	310.00	Private.....		R. J. Hamilton
1 Hagley Community House..	490.00	1,050.00	3,800.00	5,340.00	Private.....	1913	Irene Earl
1 Industrial Y. M. C. A.....				1,830.00	Private.....	1916	J. E. Sturdevant
1 Public School and Mothers' Club		150.00	300.00	450.00	Municipal and Private		Ella Dupee
2 Board of Education.....	250.00	30.00	70.00	350.00	Municipal.....	1913	H. T. McKinney
3 Park Board and School Board.					Municipal.....	1916	L. W. Thompson
4 Women's Club.....	75.00	13.15	170.00	258.15	Private.....	1915	Anna Gould Graham
5 Woman's Club of Summit and Argo.....		27.15	28.85	56.00	Private.....	1916	Mrs. H. C. Wells
1 Community Y. M. C. A.....					Private.....		A. W. Hadley
1 Community Council.....				270.00	Private.....		Amy Barlow
2 Board of Education.....		100.00	2,100.00	2,200.00	Municipal.....		A. I. Decker
3 Playground Commission.....	125.00	98.00	210.00	433.00	Municipal and Private	1914	C. A. Shively
4 Playground Association.....	50.00	50.00	250.00	350.00	Private.....	1915	C. D. Hestwood
5 Welfare Board.....		100.00	200.00	300.00	Municipal.....	1916	O. R. Young
6 Board of Education.....		100.00	175.00	275.00	Private.....	1916	S. C. Stevens
7 School Board.....					Municipal.....	1915	G. E. Bailey
8 Board of Education.....		300.00	900.00	1,200.00	Municipal.....	1913	A. B. Catlin
1 Playground Committee.....		86.00	256.00	342.00	Private.....	1913	Annie M. Sharpe
2 School Department.....	300.00	100.00	500.00	900.00	Municipal.....	1910	John C. Mackin
3 Playground Commission.....		70.00	80.00	150.00	Municipal.....	1913	Dudley R. Childs
4 Playground Association.....					Private.....	1916	P. O. Osterhus
1 Playground Committee.....	500.00	100.00	50.00	750.00	Private.....	1915	C. R. Parkinson
1 E. I. du Pont de Nemours and Co.....	400.00	50.00	200.00	650.00	Private.....	1916	C. C. McColley
2 Board of Education and Home and School Association.....	96.00	15.00	268.00	379.00	Municipal.....	1915	Mrs. F. I. Krauss
3 Board of Education.....		25.00	370.00	395.00	Municipal.....	1915	W. T. Conway
4 Playground Association.....		10.00	125.00	135.00	Private.....	1911	W. C. Cudlipp
1 Committee Board of Trade...	1,680.32		60.00	1,740.32	Private.....	1916	F. E. Barbour
2 Playground Association.....		100.00	125.00	225.00	Private.....	1916	J. J. Griffith
3 Goshen Field Inc.....		40.00	160.00	200.00	Private.....	1912	Mrs. P. V. D. Gott
4 Playground Association.....					Private.....	1916	F. C. Miller
5 Mashashimuet Park and Social Center.....		3,500.00	5,000.00	8,500.00	Private.....	1911	R. K. Atkinson
6 Playground Association.....	400.00		150.00	550.00	Private.....	1916	Mrs. C. A. Pace
1 Civic League.....		25.00	50.00	75.00	Private.....	1911	Marie F. Moen

WHAT SMALL COM

Foot notes indicated by signs after the names

STATE AND CITY	Population*	Number of Centers Maintained under Leadership				Number of Paid Workers Exclusive of Caretakers				Hours per Day Centers under Leadership			Average Daily Attendance	
		Year-round	Summer Only	Other Seasons	Total	Men	Women	Year-round	Care-takers	Summer	Spring and Fall	Winter	July and August	Winter Centers
PENNSYLVANIA														
1 Bath	1,057		1		1		1			6			150	
2 Clairton	3,326		2		2		1		2	12	12		460	
3 Doylestown	3,304		1		1		1		1			100	
4 Ellwood	3,902		1		1	2	2		1	10			648	
5 Gettysburg	4,030		1		1		1		2					
6 Hamburg	2,301		1		1	1	1		1	8			40	
7 Media	3,562		2		2	1	2			5			
8 Shillington	1,427		1		1		1			7			50	
9 Somerset	2,612		1		1		1		1	6			90	
0 Wyomissing			2	1	3	3	1			9		3	275	20
VERMONT														
1 Bellows Falls	4,833		1		1		1			8			150	
2 Woodstock	1,383		1		1		1			3			37	
VIRGINIA														
1 Keyser	3,705		1		1		2		2	4	4		15	

* The statistics on population for cities of 8,000 inhabitants or over, have been taken from the Estimated Population, July 1, 1915 of the Census Bureau. For the remaining cities the statistics published in Hammond's Handy Atlas, 1916, have been used.

† The report sent by this city indicates that the year-round centers or workers in question are under the jurisdiction of the Board of Education. Although in some instances playgrounds were conducted during the summer months under paid leadership, the centers open during the school year refer in the majority of cases to organized playground work in connection with the school program.

‡ Thirty-eight of these centers are playgrounds, 11 gymnasiums. In addition there are 8 beaches and 11 floating baths maintained at an expenditure of \$139,784.81.

MUNITIES ARE DOING
of cities follow the "small community" table

Authorities Managing Playgrounds and Recreation Centers	Expenditures Last Fiscal Year				Sources of Financial Support of Playgrounds and Recreation Centers	Year First Center Was Established under Leadership	Sources of Information
	Land Buildings Permanent Equipment	Upkeep Supplies and Incidentals	Salaries	Total			
1 Parent-Teachers Association . . .	\$375.00	\$25.00	\$150.00	\$550.00	Private.	1916	W. U. Helffrich
2 Carnegie Steel Company.		140.00	1,115.35	1,255.35	Private.	1913	H. J. Davis
3 Board of Trustees Blanche Burpee Public Playgrounds.					Private.		John C. Swartley
4 Shelby Steel Tube Company.	259.12	911.51	632.32	1,802.95	Private.	1914	Margaret Alexander
5 Playground Association.					Private.	1915	Wm. A. McLean
6 Parent-Teachers' Association and School Board.	10.00	25.00	100.00	135.00	Private.	1913	J. B. Shock
7 Civic Association.		50.00	250.00	300.00	Private.	1913	Benj. F. Whitson
8 Playground Association.	80.00		60.00	140.00	Private.		H. J. Yeager
9 School Board.	900.00	50.00	220.00	1,170.00	Municipal.	1912	J. H. Fike
10 Playground Association.	684.00	542.64	540.00	1,766.64	Private.	1910	Playground Ass'n
1 Park Department.	100.00	120.00	180.00	400.00	Municipal.		E. W. Kirkland
2 Village Improvement Society.			60.00	60.00	Private.	1911	Rachel M. French
1 Civic Club.				350.00	Private.	1916	Christine P. Sellers

§ Centers were open on Saturdays and two half days during the week.
 ¶ Year-round work has recently been organized with a budget plan of \$3,000-\$3,500. A year-round worker is in charge.
 ¶ The prevalence of poliomyelitis made it necessary to close the grounds soon after the work had started.
 ** The attendance was greatly reduced through poliomyelitis.
 †† In addition to these centers the city maintained 3 public baths at an expense for the past year of \$4,500.
 ‡‡ In addition the city maintained 2 swimming pools at an expense of \$5,000.

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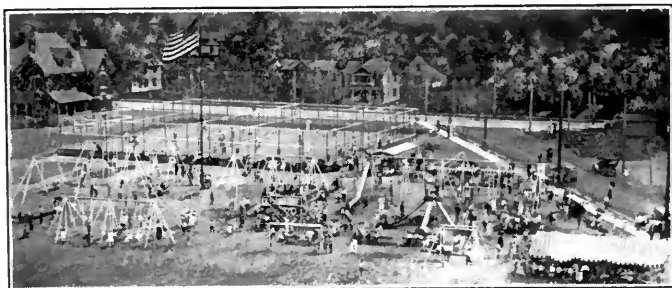
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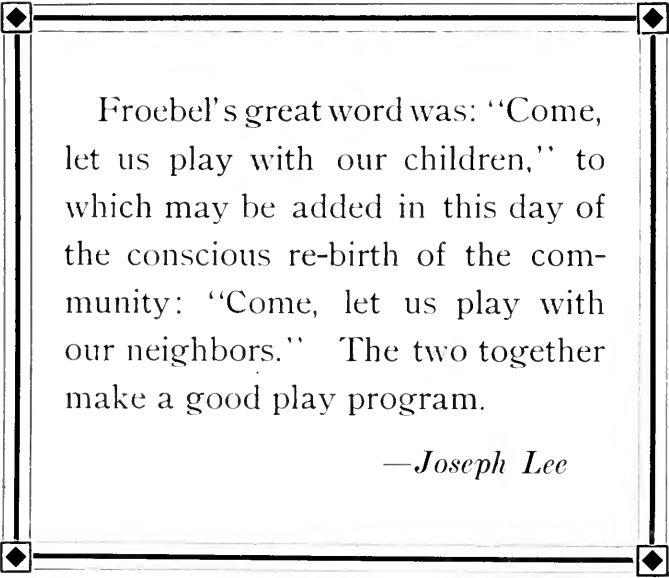
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—*Joseph Lee*

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Vol. X. No. 2

MAY, 1916

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Vol. X. No. 3

JUNE, 1916

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SHERMAN C. KINGSLEY

in *The Child*

Vol. X. No. 4

JULY, 1916

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Vol. X. No. 5

AUGUST, 1916

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The World at Play



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OCTOBER, 1916

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A school that chooses grass for decorative purposes instead of play might with equal wisdom choose a wall pattern in place of a blackboard for its classrooms.---*Henry S. Curtis*

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NOVEMBER, 1916

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I WANT to assure you that
I am a great believer in play.
I think one of the weaknesses
of American lives is that we
play so little and even when
we do play we sit around and
let other people play for us.

Anna Howard Shaw

Vol. X. No. 9

DECEMBER, 1916

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The World at Play



The Tree of Light, 1913, New York City

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STATEMENT OF THE OWNERSHIP, MANAGEMENT, CIRCULATION,
ETC., REQUIRED BY THE ACT OF CONGRESS OF AUGUST 24, 1912

Of *The Playground* published monthly at Cooperstown, N.Y. for October 1,
1916.

State of New York }
County of Kings. } ss.:

Before me, a Notary Public in and for the State and county aforesaid, personally appeared H. S. Braucher, who, having been duly sworn according to law, deposes and says that he is the Editor of *The Playground* and that the following is, to the best of his knowledge and belief, a true statement of the ownership, management (and if a daily paper, the circulation), etc., of the aforesaid publication for the date shown in the above caption, required by the Act of August 24, 1912, embodied in section 443, Postal Laws and Regulations, printed on the reverse of this form, to wit:

1. That the names and addresses of the publisher, editor, managing editor, and business managers are:

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2. That the owners are: (Give names and addresses of individual owners, or, if a corporation, give its name and the names and addresses of stockholders owning or holding one per cent or more of the total amount of stock.)

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H. S. Braucher, Editor

Sworn to and subscribed before me this 20th day of September, 1916.

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(My commission expires March 30, 1918.)

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JANUARY, 1917

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Vol. X. No. 11

FEBRUARY, 1917

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Recreation Board, Omaha, Neb.

PET SHOW

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The wide-awake, rough-and-tumble, hurly-burly American boy is to be developed into the straight-eyed, square-shouldered, valiant American man.

* * * * *

The proper study of mankind is boy.

—*William McCormick*

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The Playground

The Year Book



Los Angeles Playground Commission

A PLAYGROUND BOY

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—*Maurice Maeterlinck in The Buried Temple*

